CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is widely used in foreign language courses as a tool for involving aspects of language other than writing itself. The objective of writing itself is used as a means of getting students to attend and to practice a specifc language point or more frequently as a method of testing it. As an end, the writing itself is the main objective of the activities. Even though writing is an important skill, most English foreign language students are not interested in writing and the performance on writing is unsatisfactory (Supiani, 2012, p.11). One of the skills taught to student in the subject is writing. That is occupied a place in most English language course. One of the reasons is that more people need to learn writing in English for occupational or academic purpose. To write well, people must have good capablilities in writing.

In the term of the engagement of the students in language learning, teachers need to know about the learning strategies used by the students in their learning. Moreover, learning outcomes are really influenced by the learning process and the learning process is influenced by the characteristics of the learners and also the learning situation (Zemach, 2004, p.21).

In the second year of junior high school, the basic competency that should be achieved in the writing English subject is that the students have ability to develop and produce written simple functional text in the descriptive text, recount text, and narrative text (Richard & Schmind, 2010, p.29). As it know, writing is not easy. Among the skills, writing is the most difficult skill to be learnt, because it needs hard thinking in producing words, sentences, and paragraph at the same time.

Based on observations conducted on 23th of November 2017 The causes of the problem in English teaching learning process in MTs Darul Amin Palangka Raya. Are that not an easy task for English teacher to teach it. Teacher often finds difficulties in teaching writing. Like the teacher in the second year of MTs Daru Amin, Palangka Raya who finds many problems to equip the students with their skill. The students usually get difficulties in starting their writing. That will cause many students waste valuable time just for getting started. Besides, the students have problems to develop the paragraph with a good structure and text component. They are confused to develop the paragraph because they have not inspiration to develop it and lack of linguistic competence, that tend to structural component and rhetorical styles that tend to texture component. They have less understanding about the notion of text; context and genre which have relationship with writing activities.

Besides, based on interview when the writer was Teaching Practice (PPL) on 27th of November 2017 the main problem is what the writer

also the teaching process, some of the students walking around the class, looking out of the window while teaching learning process were running. The students seems bored to study indoor or in class, they need inspiration to write that make them face a real concept not only imagination that the teacher brings to the class. Brings some imagination only give some litlle help to the students in the class to build a good sentences, by bring the real things or come to the real things the students will get more than a sentences to write.

In this study, the writer choose descriptive text as a students" genre problem in writing activity that needs to be improved. According to syllabus of MTs Darul Amin Palangka Raya, this kind of text is taught at the eighth grade of junior high school on the first term. In this study, based on the writer survey during teaching practice (PPL) at MTs Darul Amin Palangka Raya by interviewing some students", a lot of the eighth grade students think that it is a difficult writing assignment they have. They spent a lot of time focusing only on how to start writing. This factor may come from the students" experience about descriptive text which is still low ability.

Outdoor activitiy is an activity that can be done by people to loose the feeling of boredom. It is more interesting than indoor activities, because these activities are conducted outdoor. When we are outdoor, we can get more motivation to learn something. Although outdoor activity makes noise, it needs power and physical energy (Patmonodewo, 2003,

p.112). The sense of peace and pleasure is the children's experience when they take in the fresh air. In outdoor the children get inspiration for their writing because they can see the object that they will describe, besides at outdoor they feel relax. While children spend outdoor everyday, children have many ways to enrich the objective of the course and support children's development and acquisition.

There are four reasons the writer choose the topic of the study as : 1). To make students interested and motivated in learning because most of English teachers less in using media in their teaching and learning process. As we know that using media, outdoor learning activity process can be more interesting, more persuasive, more incredible, and focoses on writing descriptive. 2) The use of using outdoor learning activity can help the students to write easily and interesting. 3) support the development of students writing skill. 4) gives children contact with the natural world and offers them unique experiences, such as direct contact with the weather and seasons (Martz, 2000, p.117).

Referring to the relevan studies, to the topic there are some research conducted, for example, Suharmi (2013) has found that there is a significant Improving Student's Writing Skill In Descriptive Text By Using Outdoor Activity. Alwi (2013) found that the Improving Student's Writing Skill of Descriptive Text Using Outdoor Activities was effective helping students to generate ideas in writing ability. Puspitasari about (her study a Improving Student's Vocabulary By Using Outdoor Activities At The

Sixth Year Of Sd Negeri 3 Jekani Mondokan Sragen). This study was conducted by using classroom action research.

B. **Research Problem**

Based on the backround of the study the writer formulates the research problem as follows:

1. Is there any significant effect of using outdoor learning activities toward writing ability of the students at the eighth grade of MTs Darul Amin Palangka Raya?
2. Is there any significant effect of using outdoor learning activities toward learning motivation of the students at the eighth grade of MTs Darul Amin Palangka Raya?
3. Is there any significant effect of using outdoor learning activities toward writing ability and learning motivation of students at the eight grade of MTs Darul Amin?

C. **Objective of Study**

In general the study aims to improve the students writing skill spesifically it is to:

1. To find out whether there is any significant effect of using outdoor learning activities toward writing ability of the students at the eighth grade of MTs Darul Amin Palangka Raya.

2. To find out whether there is any significant effect of using outdoor learning activities toward learning motivation of the students at the eighth grade of MTs Darul Amin Palangka Raya.

3. To find out whether there is any significant effect of using outdoor learning activities toward writing ability and learning motivation of the students at the eighth grade of MTs Darul Amin Palangka Raya.

D. Assumption

The writer assumes there are significances differences between the students writing indoor classroom activity and students writing in outdoor classroom activity.

E. Scope and Limitation

The study belongs to experiment study. It is conduct at the eighth grade students of MTs Darul Amin Palangka Raya. The study focus to measure The Effects of Outdoor Learning Activities on Writing Ability and Motivation of the Eighth Grade students of MTs Darul Amin Palangka Raya. In this study, writer focus on Descriptive Text. The Anova applied to answer the research problems. The number of subject are 30 of each class.

F. Significance of The Study

There are two significance of the study in theoretically and practically. Practically, the writer expectes that this research can be

interesting technique in teaching Descriptive text writing ability. It will be a good stimulant to improve students' motivation in writing. Next, the result of this research may motivate students interesting in writing especially text. Then, educational institution also can use the result of this research and the school will make decision what should they do to teach, supporting and get better purpose of teaching learning process that should teachers use to get better students' score, especially, to use basic with outdoor learning activities technique and students' motivation. Futhermore, readers can get more information and knowledge from this research who will do research that related with this research. Finally, the writer expects that it will be useful knowledge when the writer starts her professional as a real teacher in the future and improves teaching technique in descriptive's writing ability.

Theoretically, the writer expects that the result of this study may become a useful evaluation for eighth grade of MTs Darul Amin Palangka Raya which is expected to support the theory in teaching writing descriptive text. It will also give beneficial contribution for teacher to recognize their students' strategies in writing descriptive text. In other hand, it will give contribution as the material for the other researcher and the library references.

G. Hyphothesis

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment. The hypothesis was divided into two categories; they were

Alternative Hypothesis and Null Hypothesis:

1. Alternative Hypothesis (Ha)

    a. Outdoor Learning Activities technique gives significant effect on writing ability of the eighth grade students of MTs Darul Amin Palangka Raya.

    b. Outdoor Learning Activities technique gives significant effect on writing motivation of the eighth grade students of MTs Darul Amin Palangka Raya.

    c. Outdoor Learning Activities technique gives significant effect on wring ability and writing motivation of the eighth grade students of MTs Darul Amin Palangka Raya.

2. Null Hypothesis (Ho)

    a. Using Outdoor learning activities technique does not give significant effect on writing ability of the of the eighth grade students of MTs Darul Amin Palangka Raya.

    b. Using Outdoor learning activities technique does not give significant effect on writing motivation of the of the eighth grade students of MTs Darul Amin Palangka Raya.

c. Using Outdoor learning activities technique does not give significant effect on writing ability and writing motivation of the of the eighth grade students of MTs Darul Amin Palangka Raya.

H. Definition of Key Terms

Effect is a changed caused by something. That also means a change of something because of treatment (Ary, 2010:265). In this study effect means, effect of something is the change of the eighth grade students of MTs Darul Amin Palangka Raya, after give treatment, that is will teach by using outdoor learning activities technique.

Outdoor learning Activities is an a learnng activity outside the classroo (outdoor learning) that combines the elements of play while writing. (Partmonodewo, 2003, p.112). in this study, Outdoor learning Activities means that effective teaching is a teaching that provides opportinities for self-study or conduct their own activities. Outdoor learning activities very rewarding because students come face to face with core of the subjects.

Writing Ability According to (Mehrabi, 2014, p.456) Writing is considered as a means of learning language forms and a way of communication. In this study, writing is writing descriptive text in the term of paragraphing that made by the students at eighth grade of MTs Darul Amin Palangka Raya.

Motivation is attributions made about ability, another that discusses motivation as a socially constructed phenomenon, and another that

proposes that motivation is the result of reinforcements from authority figures (Given, 2008, p.634). In this study, motivation means aconvenient way of talking about a concept which is generally seen as a very important human characteristic but which is also immensely complex.

Descriptive text is presents the appearance of things that occupy space, whether they are object, people, buildings, or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words (Bomley, 2007, p.252). In this study, Descriptive text means that describes a person, place or thing, it is often used describe what a person looks and acts like, in this study, the writer focused on describing places, thing and person.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Studies

Suharmi (2013) "Improving Student's Writing Skill In Descriptive Text By Using Outdoor Activity" this research was a mix method research. The purpose in his research was toinvigate whether or has found that there is a significant Improving Student's Writing Skill In Descriptive Text By Using Outdoor Activity . The proven result of the implementation was (2) The effectiveness of using outdoor activity in improving students writing skill is proved from the result of t-test and t-table in cycle 1 (9.67>2.042) which the score of t-test was higher than the score of t-table and the result of t-test and t-table in cycle 3 (15.11>2.042) also showed that the score of t-test was higher than the score of t- table. This research also shows that most students gave positive responses toward the using outdoor activity in writing Descriptive text.

The study by Alwi (2011) "Improving Student's Writing Skill of Descriptive Text Using Outdoor Activities at the Second Year Student in SMP Negeri 1 Kismantoro Wonogiri in 2010/2011 Academic Year". In this research, the writer acted as the practitioner. The tests were in the form of pre-test and post-test conducted in cycle 1, cycle 2 and cycle 3. The research resulted: (1) Using outdoor activity as a method can improve students' writing skill, it is proved with the students' improvement score the mean score pretest of the students was 57 (very poor) and the mean

score of the post-test 70 (good). The mean of the post- Test 1 is higher than the mean of the pre- Test (64.53>56.56), the mean of post-test in cycle 2 is higher than mean of post-Test in cycle 1 (70.59>64.53) and the mean of post-Test of the cycle 3 is higher than post-Test in the cycle 2 (74.56> 70.59). In addition, boys with higher motivation perform better than those who are poorly motivated in writing.

The study by Salam (2017) **"**Implementation of Outdoor Learning Method in Improving Skills of Writing. In this study used collaborative classroom action research". The researcher together with the help of classroom English teacher designed the lesson plans and set the criteria of success. The classroom English teacher acted as the observer during the teaching and learning process while the researcher taught in the class. The research was conducted in two cycles. Each cycle consisted of two meetings which covered: planning an action, implementing the action, observing the action, and reflecting on the observation.

The study by Setyarini (2007) "Outdoor Education: A Contextual English Learning Activity To Improve Writing Ability Of Young Adolescents". In this study The result of the study revealed that Outdoor Education has successfully improved students' writing ability because the students may understand the content of the lesson and new vocabulary contextually. In addition, the improvement found because the students enjoyed and were excited in their learning in suchan informal and interesting context.

The study by Yildirim and Akamca (2017) "The effect of outdoor learning activities on the development of preschool children". In this study Learning ought to be supported by both in class activities and outdoor activities contributing to structuring knowledge. Outdoor activities allow children to actively participate and to learn by doing. Learning requires a lot of work and activities. These activities, which provide primary experiences, help children to change theoretical knowledge into practice, record it in the long-term memory, and create solutions to problems they encounter in daily life, based on what they have learned.

The others study was Puspitasari about (her study a Improving Student's Vocabulary By Using Outdoor Activities At The Sixth Year Of Sd Negeri 3 Jekani Mondokan Sragen). This study was conducted by using classroom action research. the findings showed that Outdoor Activities was effective in improving students" score in Student's Vocabulary . In addition, this technique was very helpful as it became the savings of words which were needed in Student's Vocabulary.

The similarities between their research with this research is conduct on writing using outdoor learning activities. Although has a differences that is the second previous studies using collaborative classroom action research and using cycle 1 until cycle 2 to analyze the data. And the relevance between their esearch and this study is some

study focused to the increasing students writing skill using outdoor

classrom activities.

Table 2.1

The Differences Between Related Studies and Present study

The Title	The Similarities wit Researchers study	The Differences with Study	Relevance
Improving Student's Writing Skill In Descriptive Text By Using Outdoor Activity By. Suharmi.	o The topic is writing o The research is to know how to be good write.	o It's differ from study because study object of the study and technique. o Besaide it the research use the mix method.	o This study is relevance some study in writing Descript ive Text By Using Outdoor Activity
Improving Student's Writing Skill of Descriptiv e Text Using Outdoor Activities at the Second Year Student in SMP Negeri 1 Kismantor o Wonogiri in 2010/2011 Academic Year.	o This research is conducte d in order to improve students writing ability o Besaide it the research Focuses on teaching writing of descriptiv e text.	o It's differ from this researc h is researc h design.	o This study is releva nce some study focuse d to the increas ing student s writing skill using outdoo r classro om

			activities.
Implementation of Outdoor Learning Method in Improving Skills of Writing. By . Rosdiah Salam	o This research is conducted in order to improve students writing ability	o It's differ from this research is research design.	o This study is relevance some study use outdoor activity technique.
Outdoor Education: A Contextual English Learning Activity To Improve Writing Ability Of Young Adolescents. By. Sri Setyarini	o This research is conducted in order to improve students writing ability	o It's differ from this research is research design.	o This study is relevance some study use outdoor activity technique.
The effect of outdoor learning activities on the development of preschool children. By. Gunseli Yildrim and Gozin	o This research is conducted in order to improve students writing ability	o This research is conducted in order to improve students writing ability o Foceses on elementary school	o This study is relevance some study use outdoor activity techni

Olzimaz Akamca			que.
Improving Student's Vocabulary By Using Outdoor Activities At The Sixth Year Of Sd Negeri 3 Jekani Mondokan Sragen By. Johar Diah Ayu Puspitasari	o This research use same technique.	o It's differ from this research is technique. o Besaide it the research Focuses on teaching vocabulary.	o This study is relevance some study use outdoor activity technique.

B. General Concept of Writing Skill

1. Definition of Writing

Writing is among the most important skills that foreign language students need to develop. It is the last stage in learning language after listening, speaking, and listening. In other words, the researcher can say that writing is an indicator whether students have gained all skills before or have not (Brown, 2001, p.334). Before the students have to write, they should be able to listen, to speak, and to read. Writing skill differs from other skills like speaking and listening. The trends in teaching writing of ESL and other foreign languages are integrated with teaching other skills, particularly listening and speaking.

Writing is a complex language skill that requires basic abilities such as vocabularies in written forms. Unlikely speaking, writing was not an innate biologically endowed ability, it had to be learned (Eli, 2004, p. 97). Tylor (2009, p. 144) also states that writing ability is a learnt skill. It is different from spoken language which can be acquired intuitively by most people. Written form 19 is in most cases deliberately taught and learned. According to Miftah (2015, p. 9), writing is considered as the most difficult and complicated language skill to be learned compared to other language skills listening, speaking and reading. It requires more effort to produce meaning through writing than to recognize meaning through listening and reading.

2. Kind of Writing

There are two kinds of writing, writing paragraph was one of those kinds. Meanwhile, the other one was writing essay.

a. Writing Paragraph

In writing, a topic sentence and some supporting sentences must be unity and coherence. A paragraph is a set of related sentences that work together to express or develop an idea (Putra, 2011, p. 9). Bromley (2007, p. 318) supports this idea and states that a paragraph is a group of logically related sentences, composed of unified parts based on a single idea. Moreover, Taylor (2004, p. 3) defines paragraph is a group of related sentences about a single topic. Based on the definitions above, it can be stated that a paragraph is a group of sentences with a single topic or idea.

An effective paragraph must includes four requirements. First, it must discuss one topic only; that is, it must have unity of a subject matter. Second, it must say all that the reader needs to know about the topic; that is, it must be complete enough to do what it is intended to do. Third, the sentences within a paragraph must follow some reasonable order that our reader can recognize and follow. Fourth, the sentences within a paragraph must have coherence (Harmer, 2001, p. 195). They must be so tied together that the readers can read the paragraph as a unit, not as a collection of separate sentences.

b. **Writing Essay**

According to Bromley (2007, p. 21) an essay is a group of paragraphs about one subject. Supports this idea and states that an essay is a written composition based on an idea and essay as papers of several paragraphs that support a single point. In other words essay is a collection of paragraph that contains one single idea.

To write a good essay, a writer should follow some steps. There are four steps to write an essay, namely: choosing a subject, prewriting; deciding on the audience and the essay with effective introductory and concluding paragraphs, writing clear, and error free-sentences (Zemach & Islam, 2004, p. 182).

3. **Procesess of writting**

is a complex activities which consist of some components that constructthe resultof writing ability. One of them is that the

writer should move thought a series stage/ process to pocedure a piece of writing. There are some steps in writing processl (Francine, 2001, p.81). They are: planning, drafting, and writing, and revising. All of this stage in straight chronological order:

a. **Planning**

Planing is a series of stategies designed to find andd produce information in writing. It also called pre-writing. The write are asked to be able to formulate and purpose the writing, decide to wrote, select a style that is likely to complish the purpose and then organize the message.

In this stage the writer will only concern with finding out the topic to write is very important in writing because it can help the writers towrite easilyin planning, the writers begin digging for the basic raw material they need.

b. **Drafting and Writing**

Drafting is the manifestation of the process after planning. It is a series of strategies designed to organize and develop a sustain piece of writing. In drafting the writers should make decision about the main idea that will be expressed. Then the writer will concern with the outlin in wich they organize the content of writing in order to b coherent. Finally, the writer develops it by giving the tittle,

introducing and make oaragraph into the competence writing

After writers have generated ideas about their topics, they focus their ideas on the main point and develop a rough plan for the paragraph or essay they are going to write . In this stage, you can add new ideas or delete original' ones at any time in the writing process.

c. **Revising**

Revising is a procedure for improveing or correcting a work in progress. It is a sries of stategies designed to re-exmine, re-evaluate the choice thet create a piece of writing. In revising, the writer should check aspect insloved in writing activity such as spelling, grammar, punctution, paragraph development, etc.

Edit your rough draft for content and organization. Check it over for content and organization, including unity, coherence, and logic. You can change, rearrange, add, or delete, all for the goal communicating your thought more clearly, more effectively, and in a more interesting way

4. **Teaching Writing**

In the traditional way of teaching writing, which focuses on the product, very little attention is paid to help learners develop their ideas in the process meaning-making. (Fauziati, 2008, p.141) states that no

wonder that writing activitiy become dull, dry and boring‖. Meanwhile there has been a paradigmatic change in teaching writing. Attention to the writer as language learner has led to the second approach- a process approach (Fauziati, 2008, p.141)

Based on the statement above, teaching writing has two approaches, they are:

a. **The Process Approach**

Writing is leghtly process. In writing,a writer should move through a series stage or process to produce a piece of writing. Fauziati (2005, p.147) states process approach focuses more in the various clasroom activities wich are believed to promote the development or skill language us. The writers' activities are generating their ideas, putting the words into sentences and sentences into paragraph, spelling correctly, punctuation and capitalizing in costumary ways and observing conventions in writen form.

Activities currently used to reflect a focus on the reharsing prewriting, drafting and revising. Herena (2004, p.108) in teaching as a process consequently, the students produce several draft or version and getting feedback from classmate. The emphases on writing as a process have made

the class more exploratry and more effective for students to develop their writng skills.

b. The Product Approach

Product approach focuses on ability to produce correct text or product. The product is after all the ultimate goal: it is reasonthat we go through the process of pre writing, drafting, revising and editing (Sabarun, 2011, p.42). Writing leads to a product that can be examined and reviewed immediately it provide feedback to the teacher and learner on what has been understood. The function of feedback is not only to provide reinsforcement but also provide information in wich learners can do actively in modifying their behavior.

In the product- oriented type of teaching writing the main purpose of the learners' wrting activity is to catch grammar, spelling, and punctuation errrors (Fauziati, 2005, p.148). the writer should produce a written text in grammatical correct, spelling and punctuation well. The students' final product can be measured baedon the lit of criteria such as content, organization, vcabullary use, gramatical use and mecanical consideration such a spelling and punctuation.

5. Writing Assesment

According to Regina (2002) indicates that writing assessment can take many forms. Where once only product was considered, the writing process must also be acknowledged in evaluation. In process assessment, teachers monitor the process students' use as they write. In product assessment, teachers evaluate students' finished compositions. In both types of assessment, the goal is to help students become better writers.

a. Process Assessment

According Tompkins (2014) indicates that teachers watch students as they engage in writing in order to determine strengths, abilities, and needs. Teachers observe in order to learn about students' ability and motivation in writing, the writing strategies that teacher use, and how students interact with classmates during writing. While observing, teachers may ask students questions such as: How is it going? What are you writing about? Where do you want this piece to go? This type of informal observation, although not graded as such, enables teachers to make informed instructional decisions and demonstrates to students that teachers are supportive of the writing process.

This step aims to giving information about students" performance. There are three kinds of measurements:

1. Writing process checklist is formatting for observing student"s writing, and as a teacher uses note to students" writing process stage.

2. The discussion on aspects of the writing process. In this kind, the teacher and students to discuss about student‟s writing, include topic selection, prewriting activities, word choices, type of revision, etc.

3. Self-assessment is persuading students to think their writing process.

b. Product Assessment

Product assessment is often equated with a grade, yet this type of assessment attends only to the students' cognitive domain (Regina, 2002). This overriding obsession with correction, often narrowly focused on mechanics, actually undermines the more fundamental aspect of composing--content and clarity. Intensively marked papers give too many details, overwhelming and demoralizing the students in addition to overloading the teacher. Researchers have found that constructive, encouraging, and frequent feedback, as well as responses that emphasize content and process rather than just conventions, lead to improved competency and positive attitudes to writing. Praising what students do well improves their writing more than mere correction of what they do badly. Intensive correction actually does more damage than moderate correction. Focusing students' attention on one or two areas for concentration and improvement is more helpful.

When students use the writing process, intensive correction is not as likely to be required because students usually write more carefully

considered and crafted compositions. They have gone through several revisions. They often reflect a more thorough understanding of the assignment's nature. They require, therefore, a thoughtful response from teachers. Too often teachers revert to reacting and evaluating papers only in terms of mechanics.

Assessment of the process student's use when writing is of great importance in assisting students to improve their writing; however, the finished composition or product is also important as an indication of writing achievement.

Table 2.2 Scoring Rubric

The following table shows the scoring rubrics of writing according to Weigle (2002, p.116)

Aspects	Level	Score	Criteria
CONTENT	Excellent to Very Good	30-21	substantive, thorough development of topic ,effective and appropriate details of topic or story
	Good to Average	26-22	adequate range, adequate development of topic, sufficient details of topic or story
	Fair to Poor	21-17	little substance, inadequate development of topic and detail
	Very Poor	16-13	non-substantive, not pertinent, or not enough to evaluate
ORGANIZA TION	Excellent to Very Good	20-18	fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive
	Good to Average	17-14	somewhat choppy, loosely organized but main ideas

			stand out, logical but incomplete sequencing
	Fair to Poor	17-14	non–fluent, ideas confused or disconnected, lacks logical sequencing
	Very Poor	13-10	does not communicate, no organization, or not enough to evaluate
VOCABULARY	Excellent to Very Good	20-18	effective word/idiom choice and usage, word form mastery
	Good to Average	17-14	occassional errors of word/idiom form, choice, usage but meaning not obscured
	Fair to Poor	13-10	frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	Very Poor	9-7	little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
LANGUAGE USE	Excellent to Very Good	25-22	effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	Good to Average	21-18	effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	Fair to Poor	17-11	major problems in simple/complex constructions, frequent errors of negation, agreement, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons,

			deletion, meaning confused or obscured
	Very Poor	10-5	virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
MECHANICS	Excellent to Very Good	4	demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	Good to Average	3	occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Pair to Poor	2	frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	Very Poor	1	no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

C. Outdoor Learning Activity

Outdoor activity is an activity that can be done by people to loose boredoom. when we are outdoor, we can get more motivation to learn something, although outdoor activity makes noise, need more power and physical energy (Patmonodewo, 2003, p.112). While Broda (2005, p.5) stated Outdoor activity: any educational activities that takes place outside the classroom.In this study, the activity is outdoor

activity. The activity of teaching and learning activity is conducted outside the classroom.

According to Oxford Learner's Dictionary (2003, p.291), outdoor activity is activity done outside a house or building‖. Outdoor activity mean student's activities that are done outside the classroom, whether in the school yard, the town park, the zoo, the industry, or any other place. Outdoor activities usually mean activities done in nature away from civilization.

1. **Writing in Outdoor**

    Blair (2009, p.15) Teaching and learning process is not only done in the room with some media of learning with many books on the table but also teaching and learning process (education) is can be done outside classroom (outdoor activity) with a different situation and interesting condition in order the students can be active and more understand the lesson .

    Education outside classroom describes school curriculum learning, other than with a class of students sitting in a room with a teacher and books.

    'In' tells us that outdoor education can occur in any outdoor setting from a school yard in an industrial neighborhood to a remote wilderness setting, in swamps,

meadows, forests, shores, lakes, prairies, deserts, estuaries, and all other biomes. 'About' explains that the topic is the outdoors itself and the cultural aspects related to the natural environment (Charles, 2010, p.78). You may teach about mathematics, biology, geology, communication, history, political science, art, physical skills, or endurance, but learning occurs through the context of the outdoors. 'For' tells that the purpose of outdoor education is related to implementing the cognitive, psycho-motor, and affective domains of learning for the sake of the ecosystem itself. It means understanding, using, and appreciating the natural resources for their perpetuation.

Outdoor education has been described as a place (naturaenvironment), a subject (ecological processes) and a reason (resource stewardship). According to Johnso, and Ivie, (2003, p.227), outdoor education is comprised of 6 primary points:

1. It is a method for learning

2. It is experiential

3. It takes place primarily outdoors

4. It requires the use of all sense

5. It is based upon inter disciplinary curricula

6. It is about relationship involving people and natural resources.

2. Teachers Activity in Outdoor

There are some activities that can be done the teacher when the teacher do outdoor activity in teaching and learning process (Rickinson, Dillon, Teamey, Morris, Choi, Sanders,& Benefield, 2004, p.333).The activities are:

a) Leading/instructing individuals or groups on a particular activity (e.g. hillwalking, mountain biking, caving)

b) Briefing participants about safety and logistics

c) Designing outdoor activity programs and products for different groups

d) Designing learning resources for groups

e) Delivering training sessions or lessons in the outdoors and/or in a classroom environment

f) Recording accidents/incidents and writing incident reports

All those references in teaching strategies are to lead theresearcher in making observation checklist. Hopefully,All those reference will help the researcher in making observetion checklist and also when the researcher do observation to be easily.

3. The purpose of Outdoor

There are main reasons why outdoor play is critical for the healthy development of young children (Scrutton, 2011, p.512).

a) Physical excercises

Children need to develop large motor and small motor skills and cardiovascular endurance.

b) Enjoyment of the outdoor

Outdoor play is one of the things that characterize childhood. Children need opportunities to explore, experiment, manipulate, reconfigure, expand, influence, change, marvel, discover, practice, dam up, push their limits, yell, sing, and create. Some of our favorite childhood memories are outdoor activities.

c) Learning about the world

Much of what a child learns outside can be learned in a variety of other ways, but learning it outside is particularly effective and certainly more fun. In the outside playground children can learn math, science, ecology, gardening, ornithology, construction, farming, vocabulary, the seasons, the various times of the day, and all about the local

weather. Not only do children learn lots of basic and fundamental information about how the world works in a very effective manner, they are more likely to remember what they learned because it was concrete and personally meaningful.

D. The Procedurs of Teaching Writing using Outdoor Learning Activities

Rodulf (2012, p. 411) The most important goals of teaching and learning activity is understanding materials. So, the teacher should have some technique in transferring information and material in learning activity, so that the students can understand the materials easily. In addition this is not done every time they have English class but it is conductual only as an intermezo activity. The teacher can conduct this technique only for intermezzo class in order to increase student's motivation in teaching writing.

The way to conduct the outdoor activities are (Salam, 2017, p.508):

a. Teacher choose the location

b. Teachers and students go to the location

c. Explain the theme

d. Students can explore the information

e. To check students understanding in a making descriptive paragraph.

f. Give a sample of descriptive paragraph

g. Students observe and collect data from the object that was give the teacher and students start to writen.

h. Students try to create the descriptive paragraph in the framework from the object that has been write.

i. Students shows the descriptive paragraph that has made in the outdoor.

E. Descriptive paragraph

A descriptive paragraph gives a clear picture of a person, place, object, events, or idea. Details for descriptive paragraph come from the writer's sense those are: smell, taste, touch, hearing, and sight (Fiderer, 2002, p.17). Folse at al (2010, p.135) state that when describing, you tell someone what something looks like and it fell. In addition, Kana (2003, p.351) stated that description is about sensory experience, how something looks, sounds, and taste. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind (Oshima and Hogue, 2007, p.61). He goal of a good descriptive writing is to involve the reader in the story as much as possible. Good descriptive makes the reader fells as if he or she is present in the scene (Savage & Mayer, 2005, p.28). In summary, descriptive paragraph is a skill in writing that give detail information about the subject through sensory detail that makes the reader catch the picture of information easily.

Descriptive paragraph is a paragraph that describes something in details. Descriptive paragraph describing something using a certain sequence to facilitate the reader understand what the author wants to tell to the reader. Oshima and Hogue (2007, p.196) stated about paragraph composition in the paragraph such as format, punctuation and mechanics, content, organization, grammar and sentence structures. In the format consist of title of the paragraph, punctuation and mechanics consists of spelling and the use of punctuation correctly, content consists of the main

idea of paragraph, organization consists of generic structure of descriptive paragraph, and sentence structure consists of grammatical usage.

As a summary, can be concluded that descriptive paragraph is a form of writing that talks about describing person, thing, or certain place in vivid detail which has generic structure; identification, description, and conclusion (optional).

Moreover, Oshima and Hogue (2007, p.196) describe that the successful of writing can be shown from its completeness of some writing aspects. Those writing aspects can be describe as follows:

1. Format refers to the rules and styles in writing skill (margin).

2. Mechanics refers to the use of correct spelling and punctuation. Incorrect spelling and punctuation will make the different sense of writing.

3. Organization refers to the logical information of the content (coherence). It contain an arrangement sentence which are being written and the sentence should goes smoothly.

4. Grammar and sentence structure refers to the use of correct grammar and how it is used to combine and organize the words into phrases, and sentences. In this present study, the writer used kind of summative test to assess the students' improvement in mastering writing skill; furthermore, the assessing of writing is scored based on five aspects of writing. Each aspect has its own criteria in assessment. The successful of writing is also revealed from the students' achievement in mastering those five aspects of writing.

F. Writing Learning Motivation

1. Definition of Learning Motivation

Motivation means the combination of effort plus desire to achieve the goal of learning the language which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain previous set goals. Even though motivation is a term used in academic and research settings, it is unexpected to find too little consensus regarding its precise meaning (Zoltan, 2001, p.7). Motivation was defined as the orientation a learner has with respect to the purpose of learning a second language (Graham and Richard, 2001, p.470). It means that motivation is the basic why someone to act something that will he/she want to do or the reactions someone to achieve the goal. Without motivation, someone will not be easy to achieve what they need, because they do not know what goals they want to achieve.

According to Dornyei (2001, p.117) motivation provides the primary impetus to initiate learning aforeign language and later the driving force to sustain the long and often tedious learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough to ensure students achievements. On the other hand, high motivation

can make up for considerable deficiency both in one‟s language aptitude and learning condition.

2. **Kind Of Motivation**

According to Gardner (2001, p.21) state that motivation as a combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language‟.According to Gardner, in order to understand why language learners were motivated, it is essential to understand the learners‟ ultimate goal or purpose for learning the language. He referred to this as learner‟s orientation.

There are four kinds of motivation as follows :

a. Instrinsic Motivation

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequence, namely, feelings of competence and self-determination (H. Doughlas, 2000, p.164). In this context, the motivation is real from his/herself without any force or reward from outside. It's grow based on what they need / what they want to do. For example, because of she/he like English, so they learn it.

Intrinsic motivation refers to engaging in an activity purely for the pleasure and satisfaction derived from doing the activity. When a person is intrinsical, motivated he or she will perform the behavior voluntarily, in the absence of material rewards or external constraints (Lue, 1995, p.36-37).

b. Exstrinsic Motivation

Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and etc (H Douglas, 200, p.164). Therefore, extrinsic motivation is motivation which comes from out of self. Different from intrinsic motivation, extrinsic motivation is when someone to do something because of theinfluence of outside individuals. It‟s not pure from her/himself. For example, one studies English because he wants money from his parents.

Unlike intrinsic motivation, extrinsic motivation requires a shallow cognitive strategy which negatively affects achievement. Language teachers are discouraged from employing pedagogies which insinuate external factors in class activities. Extrinsic motivation can only be

applied when a learners" intrinsic motivation is declining (lile, 2002, p.8).

G. Analysis of Variance (ANOVA) Test

Simple or one-way analysis of variance (ANOVA) is a statistical procedure used to analyze the data from a study with more than two groups. The null hypothesis is that there is no difference among the group means. It is called one-way ANOVA because there is only one independent variable and one dependent variable. In analysis of variance, as in the t test, a ratiocomparing observed differences to the error term is used to test hypotheses about differences among groups. This ratio, called the F ratio, employs the variance ($\sigma2$) of group means as a measure of observed differences among groups. The F ratio is named for R. A. Fisher, the ear statistician who developed it. Because ANOVA can be used with more than two groups, it is amore versatile technique than the t test. A t test can be used only to test a difference between two means (Ary, et.al., 2010, p.178-180)

Ary, et.al. (2010, p.185) ANOVA can test the difference between two or more means. The general rationale of ANOVA is that the total variance of all subjects in an experiment can be subdivided into two sources: variance between groups and variance within groups. Variance between groups is incorporated into the numerator in the F ratio. Variance within groups is incorporated into the error term or denominator, as it is in the t test. As variance between groups increases, the F ratio increases. As

variance within groups increases, the F ratio decreases. The number of subjects influences the F ratio: The larger the number, the larger the numerator becomes. When the numerator and denominator are equal, the differences between group means are no greater than would be expected by chance alone. If the numerator is greater than the denominator, you consult the table of F values to determine whether the ratio is great enough to let you reject the null hypothesis at the predetermined level. Computing the F Ratio (simple analysis of variance) Suppose you have the three experimental conditions of high stress, moderate stress, and no stress, and you wish to compare the performance on a simple problem-solving task of three groups of individuals, randomly assigned to these three conditions.
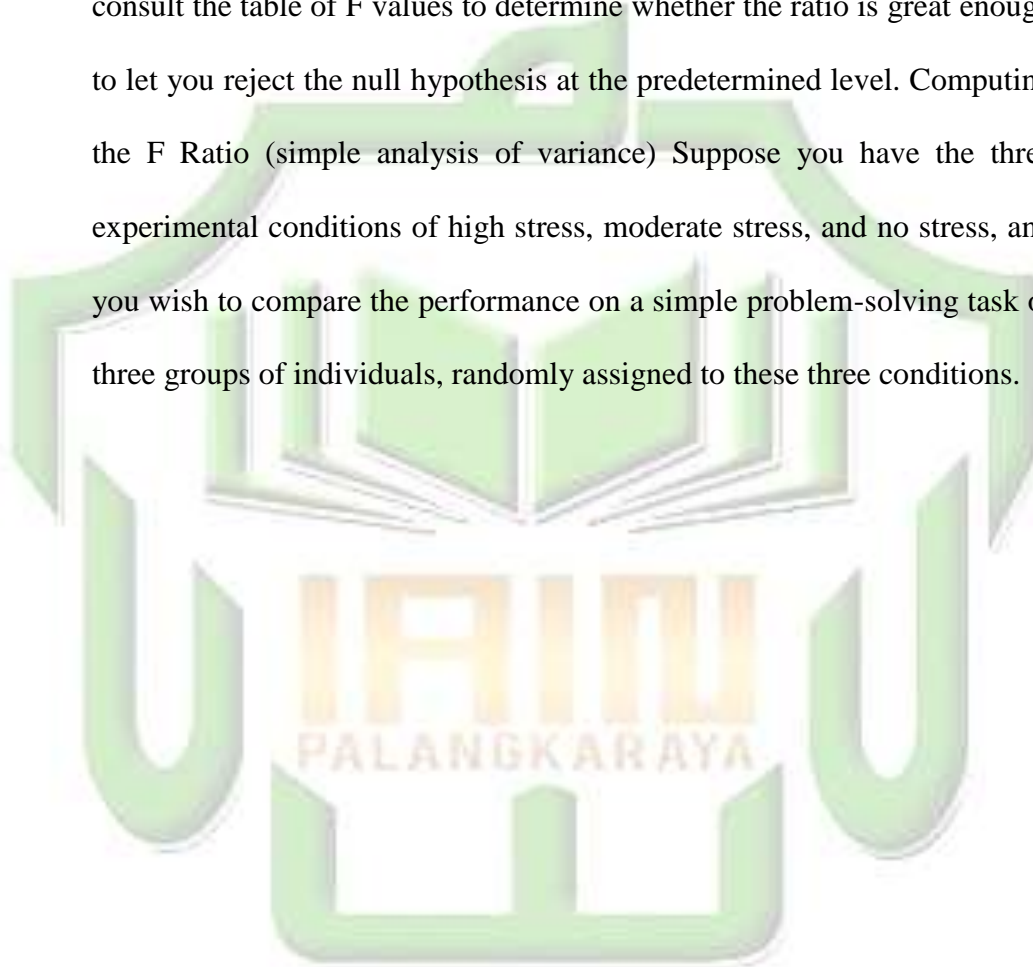
CHAPTER III
RESEARCH METHOD

A. Research Design

In this study, the writer used quantitative approach because the writer measure the students' writing ability by tests; pretest and posttest.. According to Dornyei (2004, p. 24) Quantitative research involves data collection procedure that result primarily in numerical data which isthen analyzed primarily by statistical method.

In this study, the writer used quasi-experimental design because there are many situations in educational research in which it was not possible to conduct a true experiment. Neither full control over the scheduling of experimental conditions nor the ability to randomize can be always realized. Therefore, the writer this design because of permitting the research to reach reasonable conclusions even thought full control is not possible (Ary, 2010, p.317).

The research design of the study is an quasi-experimental design using one-way ANOVA. There are two reason writer using one-way ANOVA : (1). Facilitate the analysis of several different sample groups with the smallest risk of error. (2). To know the significance of the average difference between the sample groups with each others. Could be, although numercally the difference is great, but based on ANOVA analysis, the differences is not significant so the difference is negligible. Quasi-experimental design is a plan that specifies what

independent variable was applied, the number of levels of each, how object assigned to group, and the dependent variances. Simple or one-way analysis of variance (ANOVA) is a statistical procedures used to analyze the data from a study with more than two groups (Jacobs, Razavieh, Christine, Sorensen, Ary, & Hardcover, 2010, p.178).

B. Population and Sample

a. Population

Ary, et.al. (2010, p.311) A population is defined as all members of any well defined class of people, events, or objects. The population of the research will be all the students at the eighth grade of MTS Darul amin Palangka Raya. In this research, the population of the study is all students of the eighth grade students in MTs Darul Amin Palangkaraya in the 2017/2018 academic year.

Table 3.1

Number of students in MTs Darul Amin Palangk Raya

No	Class	Number
1	VIII-A	26
2	VIII-B	27
3	VIII-C	27
4	VIII-D	26
Total		106

b. Sample

Sample is a group selected from a population for observation in a study (Ary, 2010, p.649). According to Arikunto (2000, p.17) Sample is a part of population that will be investigated. The writer took the

sample freely, also based on the student number in a class. There are seventh sampling techniques, cluster sampling, stratified sampling, purposive sampling, double sampling and proportional sampling.

The writer chose two classes of the Eight students of MTs Darul Amin Palangka Raya as the sample. VIIIa as experimental class, which consists of 26 students and VIIIb as control class, which of 27 students.

Sampling is a process of choosing a number of individual for research, so that the individuals are investigated. Widiyanto (2006, p.10) states that random sampling is process of choosing sample in which an individual in a population have the same chance and the same freedom to be chosen as the sample.

Table 3.2

The sample of the study

No	Classes	Groups	Number of students
1	VIIIa	Experiment group	26
2	VIIIb	Control group	27
The total number of sample			53

C. Research Instrument

1. Research Intstrument

a. Writing Test

According to Ary, Jacobs, Razavieh, Christine, and Sorensen (2010, p.201) a test is a set of stimuli presented to an individual in

order to elicit responses on the basis of which a numerical score can be assigned. The writer take the data of this research by using a test. The test was used to know result of the effectiveness using Outdoor Learning Activities of the eight grade students of MTs Darul amin Palangka Raya. The test was writing test.

b. Questionnaire

Questionnaire are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers (Brown, 2001, p.6).

The writer adapted Gardners" Attitude / Motivation Test Battery (AMTB) questionnaire of motivation. It was translated from English into Bahasa to make the students more confident and understand what the content is. Rating scale that was usedin this study isLikert Scale. Likert scales consist of a series of statements all of which are related to a particular target (which can be, among others, an individual person, a group of people, an institution, or a concept); respondents are asked to indicate the extent to which they agree or disagree with these items by marking (e. g., circling) one of the responses ranging from 'strongly agree' to 'strongly disagree (Zoltan, 2003, p.37). For the first questionnaire, the scales ranges from „Strongly Disagree" to „ Strongly Agree" and they were code as (Strongly Disagree=1, Uncartain=2, Disagree=3, Agree=4,

Strongly Agree=5) (Zahra, 2008, p.55). Total of the statements are 37 items, but, based on validity result, total of the statements became 32 items. And 5 un-valid item. A Higher score indicated higher motivation and lower score indicated lower motivation of the students which based on the criteria of score interpretation below.

Table 3.3
Score Interpretation

No	Score	Categorized
1	0%-20%	Very Low
2	20%-40%	Low
3	40%-60%	Moderately
4	60%-80%	Strong
5	80%-100%	Very Strong

For specific kinds of question, it was shows on the table below (Gardners, 2004, p.88).

Table 3.4

Specification Question for learning motivation's Questionnaire

NO	Intrinsic	No. Item
1.	Preference for challenge	1, 2, 4, 5
2.	Curiosity/interest	6, 7, 8,9,
3.	Independent mastery	10, 11, 12
4.	Independent judgement	13, 14, 15
5.	Internal criteria for success	16, 17, 18, 3
	Extrinsic	**No.Item**
6.	Preference for easy work	19, 20, 21
7.	Pleasing a teacher/getting grades	22,23, 24
8.	Dependence on teacher in figuring out problems	25, 26

9.	Reliance on teacher's judgment about what to do	27,28, 29,
10.	External criteria for success	30,31, 32

Based on the table 3.4 the data needed from the test is the ability of students to write descriptive text, while the data needed from the questionnaire is the student's response to learning descriptive text using Outdoor Learning Activities treatment

2. Instrument Validity

Ary, et.al. (2010, p.400) Validity is a measurement which shows the grades of number of an Instrument. A valid Instrument must have high validity, it means that an Instrument which lacks validity is said to be Invalid instrument.

An instrument is called a valid one when it can measure something which is wanted by covering the variable studied exactly. The method used in measuring the validation of the instrument is called content validity. A test or a measurement can be called a content test when it measures the special purpose which is equal with the material or content given Ary, et.al. (2010, p.423).

Spolky (2003, p. 87) states that validity is the central problem in foreign language testing. Validity is concerned with whether a test measures what it is intended to measure. A test f writing ability in a classroom setting is usually an achievement test. Sook (2014, p. 87) points out an achievement test should have content and face validities. Sincce content validity asks if the test

content matches the content of the course of study, what teachers can do is to match the course objectives and syllabus design eith the test items. To find the validity of test, face validity, content validity, and construst validity are used.

Ary (2010, p. 196) discovered that validity is the extent to which a measure actually taps the underlying concept that it purpose to measure. In this study, the validity is classified into face, content and construct.

a. Face validity

The types of face validity, if the test items look right to other testers, lecture, indicators and test. The types of test items, which would use in this research, can be suitable to the others at the same level of eight grades students of MTs Darul Amin Palangka Raya.

For face validity of the test items as follow:

1. The test is writing test.
2. The evaluation is based on scoring system.
3. Kind of the paragraph test is descriptive text.
4. The language of items is English for writing test.
5. The written test is suitable with syllabus of English writing for second year students at MTs Darul Amin Palangka Raya.

b. Content validity

Content validity demands the appropriateness between the ability to be measured and the test being used to measure it (RidWan, 2004, p.110). The writer used writing test for students. The students in this study composed descriptive text from paragraph test instruction, so the test really measure the writing ability. The instrument is test, the tasting of content validity is done by asking the opinion of the judgment experts about the instrument is able to try out or not.

c. Construct Validity

Ary (2010, p. 638) states that construct validity (measurement) is the extent to which a test or other instrument what the researcher claims it does, the degree to which evidence and theory support the interpretations of test score entailed by the proposed use the test.

To measure the validity of outdoor learning activity and motivation the writer will use the formulations of Product Moment as follows :

$$Rxy = \frac{(N \sum xy) - (\sum x)(\sum Y)}{\sqrt{[(Nx2) - (\sum X)2][(N\sum Y2) - (\sum Y)2]}}$$

Where :

r_{xy} : Table coeficient of correlation

$\sum X$: Total value of score X

$\sum Y$: Total value of score Y

$\sum XY$: Multiplication result between score X and Y

N : Number of students of the study

After that, the data calculated by using Test-observed calculation with the formulation bellows :

$$t\ observend\ = \frac{r\sqrt{v-n}}{\sqrt{1-r2}}$$

Where :

t   : The value of $t_{observed}$

r   : The coeficient of correlation of the result of $t_{observed}$

n   : Number of students

Riduwan (2004, p. 120) points that the distribution of t_{table} for α-0,05 and the degree of freedom (n-2) with the measurement of validity using these criteria below :

Interpretation :

$T_{observed}$> t_{table} = Valid

$T_{observed}$< t_{table}= Invalid

The criteria of interpretation the validity :

0,800-1.000 = Very High Validity

0,600-0,799 = High Validity

0,400-0,599 = Fair Validity

0,200-0,399 = Poor Validity

0,00 – 0,199 = Very Poor Validity (invalid)

3. Instrument Reliability

Ary (2010, p. 236) claims that the reliability of a measuring instrument is the degree of consistency with which it measures what ever its measuring. This quality is essential in any kind of measurement. It is used to prove that the instrument approximately believe is use as tool of collecting the data because it is regard well. The reliable instrument is the constant.

Reliability correlate with the instrument can give the same result to the object that is measure repeatdly in the same time. Ary, et.al. (2010, p.155) states that "Reliability is necessary characteristic of any good test : for it to be valid data all, a test must first be reliable as a measuring instrument. If the test is administrated to the same candidates on different occasion (with no language practice work taking place these accasion) then, to the extent that is procedures differing result, it not reliable".

Riduwan (2008, p. 88) has drawn attention to the fact that to know the reliability of the instrument test, the writer is use the Alpha's frame. The formula is.

$$R11 = [\frac{K}{K}]1 - [\frac{\sum St}{St}]$$

Where :

R_{11} : Coeficient of test reliability

K   : Number of item

St   : Total Variants

$\sum$st   : Result of total variants score each item

The steps in determining the reliability of the text are :

a. Measuring the varians score each item with the formula :

b. Then sum the all item variants with the formula :

$$Ssi = S_1 + S_2 + S_{3+}......S_N$$

c. Measuring the total varians with the formula

Where   :

St   : The total variant

$(\sum_t)^2$: The sum of x table square

N   : The number of testes

d.   Calculating the instrument reliability using Alpha.

e.   The last decision is comparing the value of r_{11} and r_t

$$R_{11} > r_{table =} \text{Reliable}$$

$$R_{11} < r_{table =} \text{NotReliable}$$

To know the level of reliablility of instrument, the value of is interpreted based on the qualification of reliability as follows : (Qodir, 2009,p. 88)

0,800 – 1.000   : Very High Reliability

0,600 – 0,799   : High Reliability

0,400 – 0,599   : Fair Reliability

0,200 – 0,399   : Poor Reliability

0,00 – 0,199   : Very Poor Reliability

Interpreter reliability is a measure of reliability used to assess the degree to which different judge or raters agrww in their assessment decisions. Interpreter reliability is useful because human observes will not necessarily interpret answers the same way, rather may disagree as to how well certain responses or material demonstrate knowledge of the construct or skill being assessed.

f. An interpreter reliability analysis used the kappa statistic perform to determine consistency among rather, the interpreter reliability for the rathers was found to be kappa = 0,68 (p< 0,001), 95 % Cl (0,504, 0.848). A more complete list of how kappa might be in interpreted as follows (Ary, et.al., 2010, p.311).

D. Data Collection Procedure

The aim of this study was to meansure the effect of using outdoor learning activities by experimental group of students. To collect the data, the writer divided the subject into two groups; the two groups were experiment group and control group. Both of groups were given pre-test, then teach the experiment group by using outdoor learning activities and control group without outdoor learning activities, and gave post-test to the experiment and control group. The steps of the data collection procedure as follows:

1. The writer divided into two groups (control group and experiment group)

2. The Try Out w given to both classes that would be assigned as the sample of the study. The Try Out was conducted on July 05, 2018 for Sample grup.

3. The pre-test was given to both classes that would be assigned as the sample of the study. The pre-test was conducted on July 23, 2010 for Experiment group and July 24, 2018 for Control group.

4. The writer gave treatment to the experiment group. Teaching english using outdoor learning activities and control group without outdoor learning activities.

5. The writer gave post-test to both classes after giving the treatment. It conducted on August 09, 2018 for the experimental group and August 09, 2018 for control group.

6. The writer gave questionnaire to both classes after giving the treatment. It conducted on August 14, 2018 for the experimental group.

7. The writer gave score to the data from the experiment group and the control group.

8. The writer analyzed the data using manual calculation and also SPSS 16 program.

9. The writer discussed and concluded the data.

E. **Data Analysis**

The data of this study is students' writing ability and motivation. Therefore, the data are in quantitative data. The data is analyzed by means of inferential statistics. This statistical analysis is suitable to answer the research problem (Ary, 2010, p.566). In this case, the writer applied one way ANOVA to examine the students' writing ability and motivation that teach using Outdoor Learning Activities On Writing Ability And Motivation Of The Eighth Grade Studies.

1. **Techniques of Data Analysis**

Before analyzing data using ANOVA Test, the writer must fulfilled the requirements of ANOVA Test. They are Normality test, homogeneity test and hypothesis test.

a. **Normality Test**

It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. In this study to test the normality, the researcher applied SPSS 16 program using Kolmogorov Smirnov with level of significance =5%. Calculation result of asymptotic significance is higher than α (5%) so the distribution data was normal. In the contrary, if the result of an asymptotic significance is lower than α (5%), it meant the data was not normal distribution (Ary, et.al., 2010, p.555)..

b. **Homogeneity Test**

Ary, et.al., (2010, p.342).Homogeneity is used to know whether experimental group and control group, that are decided, come from population that has relatively same variant or not. To calculate homogeneity testing, the writer applied SPPS 16 program used Levene's testing with level of significance α (5%).

If calculation result was higher than 5% degree of significance so H_a was accepted, it means both groups had same variant and homogeneous.

c. **Testing Hypothesis**

The writer applies the one-way ANOVA statistical to test hypothesis with level of significance 5% one-way ANOVA could be applied to test a difference mean or more.

2. **Data Analysis Procedures**

In order to analyze the data, the writer did some procedures below:

1. Collected the students' written scores of Pre-test and post-test.

2. Arranged the obtained score into the distribution of frequency of score table.

3. Calculated mean, median, modus, standard deviation and standard error of students' score.

4. Measured the normality and homogeneity.

5. Analyzed the data by using one-way analysis of variance to answer the problem of the study. In addition, the SPPS program is applied.

6. Interpreted the result of analyzing data.

7. Made discussion to clarify the research finding.

8. Gave conclusion.

9. Collected the students' scores questionnaire.

10. arranged the obtained score into the distribution of frequency of score code in the questionnaire.

Experiment group assigned to write a descriptive text using outdoor learning activities and control group without outdoor learning activities. Second step, the students writing both using outdoor learing activities or without outdoor learning activities will be score by two raters. To analyze the data of writing score, one way ANOVA test will be employe. ANOVA test is a statistical computation used to test significant difference between within group and between groups.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer presented the data which had been collected from the research. The data were obtained from the students" pre testan post test scores in writing descriptive paragraph with treatment by outdoor learning activities and without non outdoor activities.

A. Data presentation

1. Test

a. The Result of Pre Test and Post Test in Experimental Group and Control Group

In this section, it would be described the obtained data of improvement the students" writing scores after and before taught by using outdoor learning activitie. The presented data consisted of Mean, Median, Modus, Standard Deviation, Standard Error, and the figure.

a) Distribution of Pre Test Scores in Experimental Group

Table 4.1

Pre Test Score by the First Rater and Second Rater Experimental Class

Co De	Rat er	Con Tent	Organi Zation	Voca Bulary	Language Use	Mech anics	Total Score	Final Score
E1	I	17	12	20	10	1	60	60
	II	16	11	22	9	1	59	
E2	I	13	22	17	10	2	64	61
	II	14	12	20	9	3	58	
E3	I	14	12	22	20	2	70	67

	II	13	11	20	20	3	67	
E4	I	15	17	20	11	1	64	64
	II	14	15	21	9	4	63	
E5	I	13	17	21	9	1	61	60
	II	13	18	18	8	1	58	
E6	I	14	19	20	20	1	74	73
	II	13	20	18	18	2	71	
E7	I	18	19	19	20	1	77	65
	II	17	17	8	9	1	52	
E8	I	18	18	9	9	1	55	54
	II	17	17	8	9	1	52	
E9	I	20	17	7	7	1	52	54
	II	21	19	8	7	1	56	
E10	I	15	14	7	7	1	44	43
	II	14	11	7	7	2	41	
E11	I	18	19	17	7	1	62	61
	II	16	16	16	10	1	59	
E12	I	22	21	20	21	1	85	83
	II	19	19	19	19	1	77	
E13	I	19	20	21	22	1	83	79
	II	17	18	19	19	1	74	
E14	I	20	21	22	20	2	85	80
	II	19	17	18	20	1	75	
E15	I	21	15	15	17	2	70	71
	II	21	16	17	15	2	71	
E16	I	13	17	14	15	2	61	60
	II	13	16	13	14	2	58	
E17	I	22	20	20	20	2	84	83
	II	20	20	20	20	2	82	
E18	I	18	19	7	11	2	57	54
	II	17	11	10	11	2	51	
E19	I	21	21	21	21	2	86	82
	II	19	19	19	19	2	78	
E20	I	20	21	7	11	2	61	58
	II	18	17	6	12	2	55	
E21	I	13	17	17	16	1	64	61

	II	17	17	11	11	1	57	
E22	I	21	21	21	21	4	88	80
	II	20	17	17	17	1	72	
E23	I	18	18	20	20	2	78	68
	II	17	16	11	11	2	57	
E24	I	21	21	20	20	1	83	80
	II	19	19	19	19	1	77	
E25	I	21	22	19	17	1	80	74
	II	11	19	20	16	1	67	
E26	I	13	15	15	16	2	61	57
	II	13	16	11	11	2	53	

The table above is combination each components of pretest score by first rater (R1) and second Rater (R2). And the next table, the researcher combines the score become the final score.

Table 4.2

The Combination of Pretest Score Experimental Group

Code	R1	R2	Total Score	Final Score
E1	60	59	119	60
E2	64	58	122	61
E3	70	67	137	67
E4	64	63	127	64
E5	61	58	119	60
E6	74	71	145	73
E7	77	52	129	65
E8	55	52	107	54
E9	52	56	108	54
E10	44	41	85	43
E11	62	59	121	61
E12	85	77	162	83
E13	83	74	157	79
E14	85	75	160	80
E15	70	71	141	71
E16	61	58	119	60

E17	84	82	166	83
E18	57	51	108	54
E19	86	78	164	52
E20	61	55	116	58
E21	64	57	121	61
E22	88	72	160	80
E23	78	57	135	68
E24	83	77	160	80
E25	80	67	147	74
E26	61	53	114	57
Sum (∑)	**1809**	**1640**	**3449**	**1702**
Average	**70**	**63**	**133**	**65**
Lowest	**44**	**41**	**85**	**43**
Highest	**88**	**82**	**166**	**83**

Based on the data from combination pretest score of first rater (R1) and second rater (R2), it shows the highest score is 83, the lowest score is 43 and average is 65 After that, the researcher used table Frequency Distribution of the Pretest Score.

Table 4.3

Frequency Distribution of the Pretest Score Experimental Class

Score (X)	Frequency (F)	FX
43	1	43
52	1	52
54	3	162
57	1	57
58	1	58
60	3	180
61	3	183
64	1	64
65	1	65
67	1	67

68	1	68
71	1	71
73	1	73
74	1	74
79	1	79
80	3	240
83	2	166
Total	**26**	**∑Fx 1702**

The table explains about the distribution of students" pretest score that shows the frequency in each scores with the total frequency is 26 seem like the total number of students. Next, the data can also be seen in the following figure.

Figure 4.1

The Frequency Distribution Of Pre Test Score Of Experimental Group
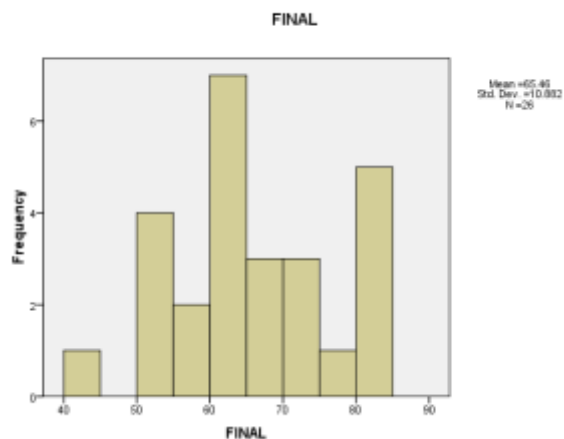
The figure 4.1 shows us the pretest score students in experiment group. It can be seen that there is 1 student who got score 40. There are 4 students who got score 50. There are 2 students who got score 60. There are 3 students who got score 70. There is student who got score 80. And there are 5 students who got score 90.

Table 4.4

The Table For Calculating Mean, Standard Deviation and Standars Errorof Pre Test Scores of Experimental Group

		FINAL SCORE
N	Valid	26
	Missing	0
Mean		65.46
Std. Error of Mean		2.134
Median		62.50
Mode		54[a]
Std. Deviation		10.882
Variance		118.418
Range		40
Minimum		43
Maximum		83
Sum		1702

The calculation above shows that the score mean is 65 . The result of calculation showed the standard deviations of pre test scores of experimental group is 10.882 and the standard error 2.134

b) **Distribution of Pre Test Scores in Control Group**

Table 4.5
Pre Test Score by the First Rater and Second Rater Control Group

Co De	Ra Ter	Con Tent	Organi zation	Voca Bulary	Language Use	Mech anics	Total Score	Final Score
C1	I	17	17	17	18	1	70	67
	II	16	15	16	15	1	63	
C2	I	13	14	16	10	1	54	55
	II	14	12	20	9	1	56	
C3	I	13	12	22	20	2	69	68

	II	13	11	21	20	2	67	
C4	I	15	17	20	11	3	66	65
	II	14	15	21	9	4	63	
C5	I	13	17	22	9	2	63	61
	II	13	18	18	8	1	58	
C6	I	14	19	20	20	1	74	72
	II	13	20	18	18	1	70	
C7	I	18	21	19	20	1	79	76
	II	17	14	8	12	1	52	
C8	I	18	12	9	13	2	54	54
	II	17	14	8	11	3	53	
C9	I	20	17	9	15	4	65	64
	II	21	19	7	13	3	63	
C10	I	13	14	7	12	3	49	48
	II	13	11	7	13	3	47	
C11	I	13	19	17	14	2	65	61
	II	13	16	16	10	2	57	
C12	I	22	20	20	21	2	85	81
	II	19	18	19	19	1	76	
C13	I	19	20	21	22	1	83	79
	II	17	18	19	19	1	74	
C14	I	20	21	22	20	1	84	80
	II	19	17	18	20	1	75	
C15	I	21	15	15	17	1	69	70
	II	21	16	17	15	2	71	
C16	I	13	17	14	15	2	61	60
	II	13	16	13	14	2	58	
C17	I	22	20	20	20	1	83	82
	II	20	20	20	20	1	81	
C18	I	18	19	7	11	1	56	53
	II	17	11	10	11	1	50	
C19	I	21	21	21	21	1	85	81
	II	19	19	19	19	1	77	
C20	I	20	22	7	11	2	62	59
	II	18	17	6	12	2	55	
C21	I	13	19	17	16	2	67	62

Code								
	II	17	15	11	11	2	56	
C22	I	21	21	21	21	2	86	79
	II	20	16	17	17	2	72	
C23	I	18	18	20	20	2	78	68
	II	17	16	11	11	2	57	
C24	I	21	21	20	20	2	84	81
	II	19	19	19	19	2	78	
C25	I	21	22	19	17	2	81	75
	II	11	19	20	16	2	68	
C26	I	13	15	15	16	2	61	57
	II	13	16	11	11	2	53	
C27	I	17	12	20	10	2	61	61
	II	16	11	22	9	2	60	

The table above is combination each components of pretest score by first rater (R1) and second Rater (R2). And the next table, the researcher combines the score become the final score.

Table 4.6
The Combination of Pre test Score Control Group

Code	Scored by		Total	Final
	R1	R2	Score	Score
C1	70	63	133	67
C2	54	56	110	55
C3	69	67	136	68
C4	66	63	129	65
C5	63	58	121	61
C6	74	70	144	72
C7	79	52	131	76
C8	54	53	107	54
C9	65	63	128	64
C10	49	47	96	48
C11	65	57	122	61
C12	85	76	161	81
C13	83	74	157	79
C14	84	75	159	80

C15	69	71	140	70
C16	61	58	119	60
C17	83	81	164	82
C18	56	50	106	53
C19	85	77	162	81
C20	62	55	117	59
C21	67	56	123	62
C22	86	72	158	79
C23	78	57	135	68
C24	84	78	162	81
C25	81	68	149	75
C26	61	53	114	57
C27	61	60	121	61
Sum (∑)	**1894**	**1662**	**3508**	**1734**
Average	**70**	**63**	**133**	**67**
Lowest	**49**	**47**	**96**	**48**
Highest	**86**	**81**	**164**	**82**

Based on the data from combination pretest score of first rater (R1) and second rater (R2), it shows the highest score is 82, the lowest score is 48 and average is 67. After that, the researcher used table Frequency Distribution of the Pretest Score.

Table 4.7

Frequency Distribution of the Pretest Score Contol Group

Score (X)	Frequency	FX
48	1	48
53	1	53
54	1	54
55	1	55
57	1	57
59	1	59
60	1	60
61	3	183

62	1	62
64	1	64
65	1	65
67	1	67
68	2	136
70	1	70
72	1	72
75	1	75
76	1	76
79	2	158
80	1	80
81	3	243
82	1	82
Total	**27**	**∑Fx =1819**

The table explains about the distribution of students" pretest score

that shows the frequency in each scores with the total frequency is 27

seem like the total number of students.

Table 4.8

**The Table For Calculating Mean, Standard Deviation and
Standars Errorof Pre Test Scores of Control Group**

		FINAL
N	Valid	27
	Missing	0
Mean		67.37
Std. Error of Mean		1.953
Median		67.00
Mode		61[a]
Std. Deviation		10.146
Variance		102.934
Range		34
Minimum		48
Maximum		82
Sum		1819

		FINAL
N	Valid	27
	Missing	0
Mean		67.37
Std. Error of Mean		1.953
Median		67.00
Mode		61[a]
Std. Deviation		10.146
Variance		102.934
Range		34
Minimum		48
Maximum		82
Sum		1819

The calculation above shows that the mean score is 67 . The result of calculation showed the standard deviations of pre test scores of control group is 10.146 and the standard error 1.953.

c) **Distribution of Post Test Scores in Experimental Group**

Table 4.9
Post Test Score by the First Rater and Second Rater Experimental Group

Co De	Rat Er	Con tent	Organi Zation	Voca bulary	language Use	Mech anics	Total Score	Final score
E1	I	26	17	20	19	1	83	82
	II	25	16	20	18	2	81	
E2	I	30	17	17	17	2	83	83
	II	25	17	18	19	3	82	
E3	I	26	20	19	21	2	88	84
	II	20	20	18	20	2	80	
E4	I	26	20	19	19	2	86	86
	II	25	20	19	18	3	85	
E5	I	29	20	20	11	3	83	82
	II	25	20	17	16	3	81	

E6	I	20	11	19	19	3	72	76
	II	21	11	17	17	3	69	
E7	I	19	19	19	19	2	78	68
	II	18	17	11	10	1	57	
E8	I	21	19	20	22	1	83	80
	II	19	17	18	21	1	76	
E9	I	20	20	19	19	1	79	73
	II	19	17	20	9	1	66	
E10	I	30	19	19	20	2	90	80
	II	27	18	11	11	2	69	
E11	I	27	20	17	17	2	83	79
	II	21	20	19	13	1	74	
E12	I	13	11	20	9	3	56	56
	II	13	11	20	8	3	55	
E13	I	26	19	20	20	3	88	89
	II	26	20	20	20	4	90	
E14	I	26	20	20	20	4	90	85
	II	19	19	19	18	4	79	
E15	I	25	20	20	25	2	92	85
	II	19	20	20	17	2	78	
E16	I	23	20	20	19	2	84	82
	II	19	19	20	21	1	80	
E17	I	21	19	19	19	1	79	80
	II	21	19	19	20	1	80	
E18	I	26	19	19	19	1	84	79
	II	17	17	19	19	1	73	
E19	I	27	20	20	19	1	87	85
	II	26	20	18	18	1	83	
E20	I	29	19	19	17	2	86	83
	II	23	20	17	17	2	79	
E21	I	17	19	19	20	2	77	72
	II	16	16	17	17	1	67	
E22	I	19	20	20	21	2	82	77
	II	20	17	16	16	2	71	
E23	I	28	20	17	17	3	85	82
	II	29	11	17	19	3	79	

E24	I	22	20	20	21	3	86	84
	II	19	20	19	21	3	82	
E25	I	21	20	23	23	3	90	81
	II	19	17	16	16	3	71	
E26	I	17	17	20	23	3	80	75
	II	17	16	16	19	2	70	

The table above is combination each components of post test score by first rater

(R1) and second Rater (R2). The next table, the researchercombined the score

become the final score.

Table 4.10

The Combination of Post test Score Experimental Group

Code	Scored by		Total	Final
	R1	R2	Score	Score
E1	83	81	164	82
E2	83	82	165	83
E3	88	80	168	84
E4	86	85	171	86
E5	83	81	164	82
E6	72	69	141	76
E7	78	57	135	68
E8	83	76	159	80
E9	79	66	145	73
E10	90	69	159	80
E11	83	74	157	79
E12	56	55	111	56
E13	88	90	178	89
E14	90	79	169	85
E15	92	78	170	85
E16	84	80	164	82
E17	79	80	159	80
E18	84	73	157	79

E19	87	83	170	85
E20	86	79	165	83
E21	77	67	144	72
E22	82	71	153	77
E23	85	79	164	82
E24	86	82	168	84
E25	90	71	161	81
E26	80	70	150	75
Sum (∑)	2154	1957	4111	2068
Average	83	75	158	80
Lowest	56	55	111	56
Highest	92	90	178	89

Based on the data from combination post test score of first rater (R1) and second rater (R2), it shows the highest score is 80, the lowest score is 56 and average is 89 . After that, the researcher used table Frequency Distribution of the Pretest Score.

Table 4.11

Frequency Distribution of the Post test Score Experimental Group

Score (X)	Frequency (X)	FX
56	1	56
68	1	68
72	1	72
73	1	73
75	1	75
76	1	76
77	1	77
79	2	158
80	3	240
81	1	81
82	4	328
83	2	166
84	2	168
85	3	255

86	1	86
89	1	89
Total	**26**	**∑Fx = 2068**

The table explained about the distribution of students" post test score
that shows the frequency in each scores with the total frequency is 26 seem
like the total number of students.

Table 4.12

**The Table For Calculating Mean, Standard Deviation and
Standars Errorof Post Test Scores of Experimental Group**

		FINAL
N	Valid	26
	Missing	0
Mean		79.54
Std. Error of Mean		1.323
Median		81.50
Mode		82
Std. Deviation		6.748
Variance		45.538
Range		33
Minimum		56
Maximum		89
Sum		2068

The calculation above shows that the mean score is 80. The result of
calculation showed the standard deviations of post test scores of experimental
group is 6.748 and the standard error 1.323.

d)   **Distribution of Post Test Scores in Control Group**

Table 4.13
Post Test Score by the First Rater and Second Rater Control Group

Co De	Rat Er	Con tent	Organi Zation	Voca Bulary	Language Use	Mech Anics	Total Score	Final Score
C1	I	18	19	19	20	1	77	65
	II	17	14	8	12	1	52	
C2	I	26	18	20	19	1	84	84
	II	25	20	20	18	1	84	
C3	I	22	17	17	17	1	74	75
	II	21	17	18	19	1	76	
C4	I	26	18	20	21	1	86	84
	II	20	17	20	20	4	81	
C5	I	26	14	19	19	4	82	80
	II	25	13	19	18	3	78	
C6	I	26	20	20	11	2	79	78
	II	23	19	17	16	1	76	
C7	I	20	11	19	19	1	70	70
	I I	23	11	17	17	1	69	
C8	I	19	19	19	19	2	78	70
	II	18	20	11	10	2	61	
C9	I	21	13	20	22	2	78	75
	II	19	12	18	21	2	72	
C10	I	20	13	19	19	2	73	66
	II	19	17	11	9	2	58	
C11	I	23	19	11	20	3	76	71
	II	21	19	11	11	3	65	
C12	I	23	13	17	17	3	73	71
	II	21	12	19	13	3	68	
C13	I	13	11	19	9	3	55	55
	II	13	11	19	8	4	55	
C14	I	23	18	19	20	2	82	83
	II	22	20	20	20	2	84	
C15	I	24	20	20	20	2	86	81

	II	19	19	19	18	1	76	
C16	I	25	20	20	20	1	86	77
	II	19	19	12	17	1	68	
C17	I	23	19	19	19	1	81	80
	II	18	18	20	21	1	78	
C18	I	20	20	19	19	2	80	80
	II	21	18	18	20	2	79	
C19	I	22	20	19	19	2	82	74
	II	13	13	19	19	2	66	
C20	I	13	13	20	19	2	67	73
	II	21	19	18	18	2	78	
C21	I	21	19	19	17	2	78	79
	II	23	20	17	17	3	80	
C22	I	17	11	19	20	3	70	67
	II	16	11	17	17	3	64	
C23	I	19	20	20	21	3	83	79
	II	20	20	16	16	3	75	
C24	I	25	20	17	17	4	83	79
	II	23	11	17	19	4	74	
C25	I	22	19	20	21	4	86	82
	II	19	15	19	21	4	78	
C26	I	21	17	20	23	3	84	76
	II	19	14	16	16	3	68	
C27	I	15	13	20	23	3	74	70
	II	15	12	16	19	3	65	

The table above is combination each components of post test score by first rater (R1) and second Rater (R2). The next table, the researchercombined the score become the final score.

Table 4.14

The Combination of Post test Score Control Group

Code	Scored by		Total Score	Final Score
	R1	R2		
C1	77	52	129	65
C2	84	84	168	84
C3	74	76	150	75
C4	86	81	167	84
C5	82	78	160	80
C6	79	76	155	78
C7	70	69	139	70
C8	78	61	139	70
C9	78	72	150	75
C10	73	58	131	66
C11	76	65	141	71
C12	73	68	141	71
C13	55	55	110	55
C14	82	84	166	83
C15	86	76	162	81
C16	86	68	154	77
C17	81	78	159	80
C18	80	79	159	80
C19	82	66	148	74
C20	78	67	145	73
C21	78	80	158	79
C22	70	64	134	67
C23	83	75	158	79
C24	83	74	157	79
C25	86	78	164	82
C26	84	68	152	76
C27	74	65	139	70
Sum ($\sum$)	2118	1917	4035	2024
Average	78	71	149	75
Lowest	55	52	110	55
Highest	86	84	168	84

Based on the data from combination post test score of first rater (R1) and second rater (R2), it shows the highest score is 84, the lowest score is 55 and average is 75 . After that, the researcher used table Frequency Distribution of the Pretest Score.

Table 4.15

Frequency Distribution of the Post test Score Contro Group

Score (X)	Frequency (F)	FX
55	1	55
65	1	65
66	1	66
67	1	67
70	3	210
71	2	142
73	1	73
74	1	74
75	2	150
76	1	76
77	1	77
78	1	78
79	3	237
80	3	240
81	1	81
82	1	82
83	1	83
84	2	168
Total	**27**	**∑Fx = 2024**

The table explained about the distribution of students" post test score that shows the frequency in each scores with the total frequency is 26 seem like the total number of students

Table 4.16

The Table For Calculating Mean, Standard Deviation and Standars Errorof Post Test Scores of Control Group

		FINAL
N	Valid	27
	Missing	0
Mean		74.96
Std. Error of Mean		1.310
Median		76.00
Mode		70[a]
Std. Deviation		6.808
Variance		46.345
Range		29
Minimum		55
Maximum		84
Sum		2024

The calculation above shows that the mean score is 75. The result of calculation shows the standard deviations of post test scores of cotrol group is 6.808 and the standard error 1.310.

b. **Comparison Result of Pre-Test and Post- Test Score of Experimental Group**

Table 4.17

Comparison Result of Pre-Test and Post- Test Score of Experimental Group

No	Score			Improvement
	Subjects	Pre Test	Post Test	

1	E1	60	82	22
2	E2	61	83	22
3	E3	67	84	17
4	E4	64	86	22
5	E5	60	82	22
6	E6	73	76	3
7	E7	65	68	3
8	E8	54	80	26
9	E9	54	73	19
10	E10	43	80	37
11	E11	61	79	18
12	E12	83	56	-27
13	E13	79	89	10
14	E14	80	85	5
15	E15	71	85	14
16	E16	60	82	22
17	E17	83	80	-3
18	E18	54	79	25
19	E19	52	85	33
20	E20	58	83	25
21	E21	61	72	11
22	E22	80	77	-3
23	E23	68	82	14
24	E24	80	84	4
25	E25	74	81	7
26	E26	57	75	18
	Sum	**1702**	**2068**	-
	Lowest	**43**	**56**	-
	Higest	**83**	**89**	-
	Mean	**65,4615**	**79,5385**	-
	std dev	**10,882**	**6,74822**	-

It can be seen in the table above, based on the result of writer in class A as experiment class before giving treatment, the highest pre-test score of students in experiment class is 83 and the lowest score is

43 with mean is 65.46. Then the result of writer in class A   as experiment class after taught using Outdoor Learning Activities, the highest post test score of students in experiment class is 89 and the lowest score is 56 with mean is 79.53. In conclusion, mean of pre-test score was 65.46 and in the post test is 79.53.

c. **Comparison Result of Pre-Test and Post- Test Score of Control Group**

Table 4.18

Comparison Result of Pre-Test and Post- Test Score of Control Group

No	Score			Improvement
	Subjects	Pre Test	Post Test	
1	C1	67	65	-2
2	C2	55	84	29
3	C3	68	75	7
4	C4	65	84	19
5	C5	61	80	19
6	C6	72	78	6
7	C7	76	70	-6
8	C8	54	70	16
9	C9	64	75	11
10	C10	48	66	18
11	C11	61	71	10
12	C12	81	71	-10
13	C13	79	55	-24
14	C14	80	83	3
15	C15	70	81	11
16	C16	60	77	17
17	C17	82	80	-2
18	C18	53	80	27
19	C19	81	74	-7
20	C20	59	73	14
21	C21	62	79	17

22	C22	79	67	-12
23	C23	68	79	11
24	C24	81	79	-2
25	C25	75	82	7
26	C26	57	76	19
27	C27	61	70	9
	Sum	**1819**	**2024**	-
	Lowest	**48**	**55**	-
	Higest	**82**	**84**	-
	Mean	**67,3704**	**74,963**	-
	Std Dev	**-10,1457**	**-6,8077**	-

It can be seen in the table above, based on the result of writer in class B as control class without treatment, the highest pre-test score of students in experiment class is 82 and the lowest score is 48 with mean is 67.37. Then the result of writer in class B as control class after taught without using Outdoor Learning Activities, the highest post test score of students in experiment class is 84 and the lowest score is 55 with mean is 74.96. In conclusion, mean of pre-test score was 67.37 and in the post test is 74.96.

d. **Validity and Reliability of Pre test and Post test**

a) **Validity**

In this study, the researcher calculated validity of pretest and posttest using Pearson Product Moment Correlation Test.

Table 4.19
Pearson Product Moment Correlation of Pre-test in
Experimental Group

Co De	Rater I (X)	Rater II (Y)	XY	X^2	Y^2

E1	60	59	3540	3600	3481
E2	64	58	3712	4096	3364
E3	70	67	4690	4900	4489
E4	64	63	4032	4096	3969
E5	61	58	3538	3721	3364
E6	74	71	5254	5476	5041
E7	77	52	4004	5929	2704
E8	55	52	2860	3025	2704
E9	52	56	2912	2704	3136
E10	44	41	1804	1936	1681
E11	62	59	3658	3844	3481
E12	85	77	6545	7225	5929
E13	83	74	6142	6889	5476
E14	85	75	6375	7225	5625
E15	70	71	4970	4900	5041
E16	61	58	3538	3721	3364
E17	84	82	6888	7056	6724
E18	57	51	2907	3249	2601
E19	86	78	6708	7396	6084
E20	61	55	3355	3721	3025
E21	64	57	3648	4096	3249
E22	88	72	6336	7744	5184
E23	78	57	4446	6084	3249
E24	83	77	6391	6889	5929
E25	80	67	5360	6400	4489
E26	61	53	3233	3721	2809
$\sum$N= **26**	$\sum$X= **1809**	$\sum$Y= **1640**	$\sum$XY= **116846**	$\sum$X²= **129643**	$\sum$Y²= **106192**

$$\frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{26.116846 - (1809)(1640)}{\sqrt{\{26.129643 - (1809)^2\}\{26.106192 - (1640)^2\}}}$$

$$r_{xy} = \frac{3037996 - 2966760}{\sqrt{\{3370718 - 3272481\}\{2760992 - 2689600\}}}$$

$$r_{xy} = \frac{71236}{83745.66}$$

$$r_{xy} = 0.850$$

Based on the result, it is found that the value of "rxy" is 0.388

than value of "rtable" at the 5% significance level or 0.850> 0.388. It

means the test is valid and include at level of very high validity

(Riduwan,2004, p. 120)

Table 4.20

Pearson Product Moment Correlation of Pre-test in Control Group

Code	Rater I (X)	Rater II (Y)	XY	X^2	Y^2
C1	70	63	4410	4900	3969
C2	54	56	3024	2916	3136
C3	69	67	4623	4761	4489
C4	66	63	4158	4356	3969
C5	63	58	3654	3969	3364
C6	74	70	5180	5476	4900
C7	79	52	4108	6241	2704
C8	54	53	2862	2916	2809
C9	65	63	4095	4225	3969
C10	49	47	2303	2401	2209
C11	65	57	3705	4225	3249
C12	85	76	6460	7225	5776
C13	83	74	6142	6889	5476
C14	84	75	6300	7056	5625
C15	69	71	4899	4761	5041
C16	61	58	3538	3721	3364
C17	83	81	6723	6889	6561
C18	56	50	2800	3136	2500

C19	85	77	6545	7225	5929
C20	62	55	3410	3844	3025
C21	67	56	3752	4489	3136
C22	86	72	6192	7396	5184
C23	78	57	4446	6084	3249
C24	84	78	6552	7056	6084
C25	81	68	5508	6561	4624
C26	61	53	3233	3721	2809
C27	61	60	3660	3721	3600
$\sum N=$ 27	$\sum X=$ 1894	$\sum Y=$ 1710	$\sum XY=$ 122282	$\sum X^2=$ 136160	$\sum Y^2=$ 110750

$$\frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{27.122282 - (1894)(1710)}{\sqrt{\{27.136160 - (1894)^2\}\{27.110750 - (1710)^2\}}}$$

$$r_{xy} = \frac{3301614 - 3238740}{\sqrt{\{3676320 - 3587236\}\{2990250 - 2924100\}}}$$

$$r_{xy} = \frac{62874}{767665.26}$$

$$r_{xy} = 0,819$$

Based on the result, it is found that the value of "r_{xy}" is 0.819 than value of "r_{table}" at the 5% significance level or 0.819 > 0.380. It means the test is valid and include at level of very hight validity (Riduwan,2004, p. 120).

Table 4.21

Pearson Product Moment Correlation of Post-test in Experiment Group

Co De	Rater I (X)	Rater II (Y)	XY	X^2	Y^2
E1	83	81	6723	6889	6561

E2	83	82	6806	6889	6724
E3	88	80	7040	7744	6400
E4	86	85	7310	7396	7225
E5	83	81	6723	6889	6561
E6	72	69	4968	5184	4761
E7	78	57	4446	6084	3249
E8	83	76	6308	6889	5776
E9	79	66	5214	6241	4356
E10	90	69	6210	8100	4761
E11	83	74	6142	6889	5476
E12	56	55	3080	3136	3025
E13	88	90	7920	7744	8100
E14	90	79	7110	8100	6241
E15	92	78	7176	8464	6084
E16	84	80	6720	7056	6400
E17	79	80	6320	6241	6400
E18	84	73	6132	7056	5329
E19	87	83	7221	7569	6889
E20	86	79	6794	7396	6241
E21	77	67	5159	5929	4489
E22	82	71	5822	6724	5041
E23	85	79	6715	7225	6241
E24	86	82	7052	7396	6724
E25	90	71	6390	8100	5041
E26	80	70	5600	6400	4900
∑N= 26	**∑X= 2154**	**∑Y= 1957**	**∑XY= 163101**	**∑X²= 179730**	**∑Y²= 148995**

$$\frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{26.163101 - (2154)(1957)}{\sqrt{\{26.179730 - (2154)^2\}\{26.148995 - (1957)^2\}}}$$

$$r_{xy} = \frac{4240626 - 4215378}{\sqrt{\{4672980 - 4639716\}\{3873870 - 3829849\}}}$$

$$r_{xy} = \frac{25248}{38266.36}$$

$$r_{xy} = 0,659$$

Based on the result, it is found that the value of "r_{xy}" is 0.659 than value of "r_{table}" at the 5% significance level or 0.659> 0.388. It means the test is valid and include at level of hight validity (Riduwan,2004, p. 120)

Table 4.22

Pearson Product Moment Correlation of Post-test in Control Group

Co De	Rater I (X)	Rater II (Y)	XY	X^2	Y^2
C1	77	52	4004	5929	2704
C2	84	84	7056	7056	7056
C3	74	76	5624	5476	5776
C4	86	81	6966	7396	6561
C5	82	78	6396	6724	6084
C6	79	76	6004	6241	5776
C7	70	69	4830	4900	4761
C8	78	61	4758	6084	3721
C9	78	72	5616	6084	5184
C10	73	58	4234	5329	3364
C11	76	65	4940	5776	4225
C12	73	68	4964	5329	4624
C13	55	55	3025	3025	3025
C14	82	84	6888	6724	7056
C15	86	76	6536	7396	5776
C16	86	68	5848	7396	4624
C17	81	78	6318	6561	6084
C18	80	79	6320	6400	6241
C19	82	66	5412	6724	4356
C20	78	67	5226	6084	4489
C21	78	80	6240	6084	6400
C22	70	64	4480	4900	4096
C23	83	75	6225	6889	5625
C24	83	74	6142	6889	5476

C25	86	78	6708	7396	6084
C26	84	68	5712	7056	4624
C27	74	65	4810	5476	4225
∑N= 27	∑X= 2118	∑Y= 1917	∑XY= 151282	∑X²= 167324	∑Y²= 138017

$$\frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{27.151282 - (2118)(1917)}{\sqrt{\{27.167324 - (2118)^2\}\{27.138017 - (1917)^2\}}}$$

$$r_{xy} = \frac{4084614 - 4060206}{\sqrt{\{4517748 - 4485924\}\{3726459 - 3674889\}}}$$

$$r_{xy} = \frac{24408}{40511.27}$$

$$r_{xy} = 0,602$$

Based on the result, it is found that the value of "r_{xy}" is 0.602 than value of "r_{table}" at the 5% significance level or 0.602< 0.380. It means the test is valid and include at level of hight validity (Riduwan,2004, p. 120).

b) **Reliability of Test**

Table 4.22

The Reliability Statistic of Pretest in Control class
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.747	.735	5

The result of $r_{11} = 0.651$ with 5 items and r_{table} of Product Moment is df= N- 2; $26 - 2 = 24$, the level of significant 5%, so rtable = 0.388. Clearly at the criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating above, the result is if $r_{11} = 0.747 > r_{table}$ = 0.388, it concludes that the first item (Pretest) is reliable.

Table 4.23
The Reliability Statistic of Pretest in Control Group
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.741	.661	5

The result of $r_{11} = 0.664$ with 5 items and r_{table} of Product Moment is df= N- 2; $27 - 2 = 25$, the level of significant 5%, so rtable = 0.80. Clearly at the criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating above, the result is if $r_{11} = 0.741 > r_{table}$ = 0.380, it concludes that the first item (Pretest) is reliable.

Table 4.24
The Reliability Statistic of Post test in Experimental Group

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.717	.699	5

The result of $r_{11} = 0.589$ with 5 items and rtable of Product

Moment is df= N- 2; 26 – 2 = 24, the level of significant 5%, so

r_{table} =0.388. Clearly at the criteria :

If r_{11}> r_{table} it means reliable

 If r_{11}< r_{table} it means unreliable

Based on the calculating above, the result is if r_{11}= 0.717<rtable =

0.388, it concludes that the first item (Post test) is unreliable.

Table 4.25
The Reliability Statistic of Post test in control class

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.712	.640	5

The result of $r_{11} = 0.589$ with 4 items and rtable of Product Moment is df=

N- 1; 27– 2 = 25, the level of significant 5%, so $r_{table} = 0.380$. Clearly at the

criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating above, the result is if $r_{11} = 0.712 > r_{table} = 0.380$, it concludes that the first item (Post test) is reliable.

2. Questionnarie

In this study, the writer measured the students" learning motivation score.

Table 3.26

Validity result of learning motivation questionnaire

No	Item	Value	Critical Value	validity
1	Item 1	,601	0,396	Valid
2	Item 2	,683	0,396	Valid
3	Item 3	,480	0,396	Valid
4	Item 4	,455	0,396	Valid
5	Item 5	,384	0,396	Tidak valid
6	Item 6	,477	0,396	Valid
7	Item 7	,532	0,396	Valid
8	Item 8	,409	0,396	Valid
9	Item 9	,623	0,396	Valid
10	Item 10	,438	0,396	Valid
11	Item 11	,606	0,396	Valid
12	Item 12	,438	0,396	Valid
13	Item 13	,414	0,396	Valid
14	Item 14	,326	0,396	Tidak valid
15	Item 15	,306	0,396	Tidak valid
16	Item 16	,560	0,396	Valid
17	Item 17	,639	0,396	Valid
18	Item 18	,514	0,396	Valid
19	Item 19	,522	0,396	Valid

20	Item 20	,587	0,396	valid
21	Item 21	,426	0,396	Valid
22	Item 22	,395	0,396	Tidak valid
23	Item 23	,531	0,396	Valid
24	Item 24	,741	0,396	Valid
25	Item 25	,586	0,396	Valid
26	Item 26	,540	0,396	Valid
27	Item 27	,077	0,396	Tidak valid
28	Item 28	,630	0,396	Valid
29	Item 29	,552	0,396	Valid
30	Item 30	,638	0,396	Valid
31	Item 31	,740	0,396	Valid
32	Item 32	,536	0,396	Valid
33	Item 33	,531	0,396	Valid
34	Item 34	,412	0,396	Valid
35	Item 35	,488	0,396	Valid
36	Item 36	,524	0,396	Valid
37	Item 37	,686	0,396	Valid

Based on validity result of writing learning strategies, there are five questions which un-valid. So, the total items are 32 items.

The questionnaire data was taken on august 2018 at MTs Darul Amin Palangka Raya. The sample used in this study are 27 students of MTs Darul Amin Palangka Raya. The sample are gave 32 simple questions which the result is summarized as follows.

Table 4.27
Students' motivation item 1

		Frequency	categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1	4.2	4.3	4.3
	2	4	8	16.7	17.4	21.7
	3	12	36	50.0	52.2	73.9
	4	5	20	20.8	21.7	95.7
	5	1	5	4.2	4.3	100.0
	Total	23	70	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 1, "Saya menikmati menulis menggunakan kegiatan belajar di luar kelas". There were 1 student (4.2%) stongly disagree, 4 students (16.7%) disagree, 12 students (50.0%) uncertain, 5 students (20.8%) agree, and 1 student (4.2%) srongly agree. The calculating students' motivationitem 1 is 58% with the categorized Moderately.

The calculating of analysis students motivation item 1 :

$$\text{Score} = \left(\frac{total\ score}{5\ X\ N}\right) x\ 100$$

$$\text{Score} = \left(\frac{70}{5\ X\ 24}\right) x\ 100$$

$$\text{Score} = \left(\frac{70}{120}\right) x\ 100$$

$$\text{Score} = 58\%$$

Table 4.28
Students' motivation item 2

		Frequency	categorized	Percent	Valid Percent	Cumulative Percent
Valid	2	4	8	16.7	17.4	17.4
	3	8	16	33.3	34.8	52.2

	4	7	28	29.2	30.4	82.6
	5	4	20	16.7	17.4	100.0
	Total	23	72	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 2, "saya suka menuliskan pemikian saya menggunakan kegiatan belajar di luar kelas". There were 2 students (16.7%) disagree, 8 students (33.3%) uncertain, 7 students (29.2%) agree, and 4 students (16.7%) disagree. The calculating students' motivationitem 2 is 60% with the categorized Strong.

Table 4.29
Students' motivation item 3

		Frequency	categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	3	3	12.5	13.0	13.0
	2	2	4	8.3	8.7	21.7
	3	7	21	29.2	30.4	52.2
	4	8	24	33.3	34.8	87.0
	5	3	15	12.5	13.0	100.0
	Total	23	67	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 3, "saya dapat dengan jelas mengungkapkan ide-ide saya secara tertulis menggunakan kegiatan belajar di luar kelas". There were 1 student (12.5%) strongly disagree, 2 students (8.3%) disagree, 7 students (29.2%) uncertain, 8 students (33.3%) agree and 3 students (12.5%) strongly agree. The calculating students' motivationitem 3 is 55% with the categorized Moderately.

Table 4.30
Students' motivation item 4

		Frequency	categorized	Percent	Valid Percent	Cumulative Percent
Valid	2	5	10	20.8	21.7	21.7
	3	10	30	41.7	43.5	65.2
	4	8	32	33.3	34.8	100.0
	Total	23	72	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 4, "saya sangat mudah fokus pada apa yang saya tulis menggunakan kegiatan belajar di luar kelas". There were 5 students (20.8%) disagree, 10 students (41.7%) uncertain, and 8 students (33.3%) agree. The calculating students' motivationitem 4 is 60% with the categorized Strong.

Table 4.31
Students' motivation item 5

		Frequency	categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1	4.2	4.3	4.3
	2	4	8	16.7	17.4	21.7
	3	10	30	41.7	43.5	65.2
	4	5	20	20.8	21.7	87.0
	5	3	15	12.5	13.0	100.0
	Total	23	74	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 5, "mungkin saya lebih berhasil jika saya bisa menulis dengan baik menggunakan kegiatan belajar di luar kelas". There were 1 student (4.2%) strongly disagree, 4 students (16.7%) disagree, 10 students (41.7%) uncertavin, 5

students (20.8%) agree and 3 students (12.5%) strongly agree. The calculating

students' motivationitem 5 is 62% with the categorized Strong.

Table 4.32
Students' motivation item 6

		Frequency	categorized	Percent	Valid Percent	Cumulative Percent
Valid	2	3	6	12.5	13.0	13.0
	3	10	30	41.7	43.5	56.5
	4	10	40	41.7	43.5	100.0
	Total	23	76	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 6, "sangat mudah bagi saya untuk mnulis paragraph yang baik

menggunakan kegiatan belajar diluar kelas". There were 3 students (12.5%)

disagree, 10 students (41.7%) uncertain, and 10 students (41.7%) agree. The

calculating students' motivationitem 6 is 63% with the categorized Strong.

Table 4.33
Students' motivation item 7

		Frequency	categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2	8.3	8.7	8.7
	2	6	12	25.0	26.1	34.8
	3	5	15	20.8	21.7	56.5
	4	9	36	37.5	39.1	95.7
	5	1	5	4.2	4.3	100.0
	Total	23	70	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 7, "saya menikmati tugas menulis kreatif menggunakan kegiatan

belajar di luar kelas". There were 2 students (8.3%) strongly disagree, 6 students

(25.0%) disagree, 5 students (20.8%) uncertain, 9 students (37.5%) agree and 1

students (4.2%) strongly agree. The calculating students' motivationitem 7 is 58%

with the categorized moderately.

Table 4.34
Students' motivation item 8

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	3	3	9	12.5	13.0	13.0
	4	14	56	58.3	60.9	73.9
	5	6	30	25.0	26.1	100.0
	Total	23	95	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 7, "menjadi penulis yang lebih baikadalah penting bagi saya ". There

were 3 students (12.5%) uncertain, 14 students (58.3%) agree and 6 students

(25.0%) strongly agree. The calculating students' motivationitem 8 is 79% with

the categorized strong.

Table 4.35
Students' motivation item 9

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	4	4	16.7	17.4	17.4
	2	2	4	8.3	8.7	26.1
	3	11	33	45.8	47.8	73.9
	4	6	24	25.0	26.1	100.0
	Total	23	65	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 9, "penting bagi saya menulis menggunakan kegiatan belajar di luar kelas". There were 4 students (16.7%) strongly disagree, 2 students (8.3%) disagree, 11 students (45.8%) uncertain, and 6 students (25.0%) agree. The calculating students' motivationitem 9 is 54% with the categorized moderately.

Table 4.36
Students' motivation item 10

		Frequency	categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	4	4	16.7	17.4	17.4
	2	2	4	8.3	8.7	26.1
	3	11	33	45.8	47.8	73.9
	4	5	20	20.8	21.7	95.7
	5	1	5	4.2	4.3	100.0
	Total	23	66	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

tem 10, There were 24students (16.7%) strongly disagree, 2 students (8.3%) disagree, 11 students (45.8%) uncertain, 5 students (20.8%) agree and 1 students (4.2%) strongly agree. The calculating students' motivationitem 10 is 55% with the categorized moderately.

Table 4.37
Students' motivation item 11

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	3	3	12.5	13.0	13.0
	2	2	4	8.3	8.7	21.7
	3	7	21	29.2	30.4	52.2
	4	9	36	37.5	39.1	91.3
	5	2	10	8.3	8.7	P*100.0

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
	Total	23	74	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 11, There were 3 students (12.5%) strongly disagree, 2 students (8.3%) disagree, 7 students (29.2%) uncertain, 9 students (37.5%) agree and 2 students (8.3%) strongly agree. The calculating students' motivationitem 11 is 62% with the categorized strong.

Table 4.38
Students' motivation item 12

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2	8.3	8.7	8.7
	2	5	10	20.8	21.7	30.4
	3	7	21	29.2	30.4	60.9
	4	5	20	20.8	21.7	82.6
	5	4	20	16.7	17.4	100.0
	Total	23	73	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 12, There were students (8.3%) strongly disagree, 5 students (20.8%) disagree, 7 students (29.2%) uncertain, 5 students (20.8%) agree and 4 students (16.7%) strongly agree. The calculating students' motivationitem 12 is 61% with the categorized strong.

Table 4.39
Students' motivation item 13

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	3	6	18	25.0	26.1	26.1

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
	4	13	52	54.2	56.5	82.6
	5	4	20	16.7	17.4	100.0
	Total	23	90	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 13, There were 6 students (25.0%) uncertain, 13 students (54.2%) agree and 4 students (16.7%) strongly agree. The calculating students' motivationitem 13 is 75% with the categorized strong.

Table 4.40
Students' motivation item 14

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2	8.3	8.7	8.7
	2	4	8	16.7	17.4	26.1
	3	7	21	29.2	30.4	56.5
	4	6	24	25.0	26.1	82.6
	5	4	20	16.7	17.4	100.0
	Total	23	75	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 14, There were 2 students (8.3%) strongly disagree, 4 students (16.7%) disagree, 7 students (29.2%) uncertain, 6 students (25.0%) agree and 4 students (16.7%) strongly agree. The calculating students' motivationitem 14 is 63% with the categorized strong.

Table 4.41
Students' motivation item 15

		Frequency	categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2	8.3	8.7	8.7
	2	4	8	16.7	17.4	26.1
	3	10	30	41.7	43.5	69.6
	4	4	16	16.7	17.4	87.0
	5	3	15	12.5	13.0	100.0
	Total	23	71	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 15, There were 2 students (8.3%) strongly disagree, 4 students (16.7%) disagree, 10 students (41.7%) uncertain, 4 students (16.7%) agree and 3 students (12.5%) strongly agree. The calculating students' motivationitem 15 is 59% with the categorized moderately.

Table 4.42
Students' motivation item 16

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1	4.2	4.3	4.3
	2	10	20	41.7	43.5	47.8
	3	8	24	33.3	34.8	82.6
	4	1	4	4.2	4.3	87.0
	5	3	15	12.5	13.0	100.0
	Total	23	64	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 16, There were 1 student (4.2%) strongly disagree, 10 students (41.7%) disagree, 8 students (33.3%) uncertain, 1 students (4.2%) agree and 3

students (12.5%) strongly agree. The calculating students' motivationitem 16 is

53% with the categorized moderately.

Table 4.43
Students' motivation item 17

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	2	3	6	12.5	13.0	13.0
	3	13	39	54.2	56.5	69.6
	4	5	20	20.8	21.7	91.3
	5	2	10	8.3	8.7	100.0
	Total	23	75	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 17, There were 3 students (12.5%) disagree, 13 students (54.2%)

uncertain, 5 students (20.8%) agree and 2 students (8.3%) strongly agree. The

calculating students' motivationitem 17 is 63% with the categorized agree.

Table 4.44
Students' motivation item 18

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2	8.3	8.7	8.7
	2	5	10	20.8	21.7	30.4
	3	8	24	33.3	34.8	65.2
	4	6	24	25.0	26.1	91.3
	5	2	10	8.3	8.7	100.0
	Total	23	70	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 18, There were 2 student (8.3%) strongly disagree, 5 students (20.8%)

disagree, 8 students (33.3%) uncertain, 6 students (25.0%) agree and 2 students

(8.3%) strongly agree. The calculating students' motivationitem 18 is 58% with the categorized moderately.

Table 4.45
Students' motivation item 19

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	3	3	12.5	13.0	13.0
	2	2	4	8.3	8.7	21.7
	3	10	30	41.7	43.5	65.2
	4	7	28	29.2	30.4	95.7
	5	1	5	4.2	4.3	100.0
	Total	23	70	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 19, There were 3 student (12.5%) strongly disagree, 2 students (8.3%) disagree, 10 students (41.7%) uncertain, 7 students (29.2%) agree and 1 students (4.2%) strongly agree. The calculating students' motivationitem 19 is 58% with the categorized moderately.

Table 4.46
Students' motivation item 20

		Frequency	categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1	4.2	4.3	4.3
	2	5	10	20.8	21.7	26.1
	3	13	39	54.2	56.5	82.6
	4	3	12	12.5	13.0	95.7
	5	1	5	4.2	4.3	100.0
	Total	23	67	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 20, There were 1 student (4.2%) strongly disagree, 5 students (20.8%) disagree, 13 students (54.2%) uncertain, 3 students (12.5%) agree and 1 students (4.2%) strongly agree. The calculating students' motivationitem 20 is 56% with the categorized moderately.

Table 4.47
Students' motivation item 21

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	2	3	6	12.5	13.0	13.0
	3	10	30	41.7	43.5	56.5
	4	9	36	37.5	39.1	95.7
	5	1	5	4.2	4.3	100.0
	Total	23	77	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 21, There were 3 students (12.5%) disagree, 10 students (41.7%) uncertain, 9 students (37.5%) agree and 1 students (4.2%) strongly agree. The calculating students' motivationitem 21 is 64% with the categorized strong.

Table 4.48
Students' motivation item 22

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2	8.3	8.7	8.7
	2	6	12	25.0	26.1	34.8
	3	8	24	33.3	34.8	69.6
	4	4	16	16.7	17.4	87.0
	5	3	15	12.5	13.0	100.0
	Total	23	69	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 22, There were 2 student (8.3%) strongly disagree, 6 students (25.0%) disagree, 8 students (33.3%) uncertain, 4 students (16.7%) agree and 3 students (12.5%) strongly agree. The calculating students' motivationitem 22 is 50% with the categorized moderately.

Table 4.49
Students' motivation item 23

		Frequency	categorized	Percent	Valid Percent	Cumulative Percent
Valid	2	4	8	16.7	17.4	17.4
	3	9	27	37.5	39.1	56.5
	4	6	24	25.0	26.1	82.6
	5	4	20	16.7	17.4	100.0
	Total	23	79	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 23, There were 4 students (16.7%) disagree, 9 students (37.5%) uncertain, 6 students (25.0%) agree and 4 students (16.7%) strongly agree. The calculating students' motivationitem 23 is 66% with the categorized strong.

Table 4.50
Students' motivation item 24

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2	8.3	8.7	8.7
	2	3	6	12.5	13.0	21.7
	3	10	30	41.7	43.5	65.2
	4	6	24	25.0	26.1	91.3
	5	2	10	8.3	8.7	100.0
	Total	23	72	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 24, There were 2 student (8.3%) strongly disagree, 3 students (12.5%) disagree, 10 students (41.7%) uncertain, 6 students (25.0%) agree and 2 students (8.3%) strongly agree. The calculating students' motivationitem 24 is 60% with the categorized strong.

Table 4.51
Students' motivation item 25

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1	4.2	4.3	4.3
	2	4	8	16.7	17.4	21.7
	3	10	30	41.7	43.5	65.2
	4	6	24	25.0	26.1	91.3
	5	2	10	8.3	8.7	100.0
	Total	23	73	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 25, There were 1 student (4.2%) strongly disagree, 4 students (16.7%) disagree, 10 students (41.7%) uncertain, 6 students (25.0%) agree and 2 students (8.3%) strongly agree. The calculating students' motivationitem 25 is 61% with the categorized strong.

Table 4.52
Students' motivation item 26

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1	4.2	4.3	4.3
	2	2	4	8.3	8.7	13.0
	3	8	24	33.3	34.8	47.8
	4	9	36	37.5	39.1	87.0
	5	3	15	12.5	13.0	100.0

		Frequency		Percent		
	Total	23	80	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 26, There were 1 student (4.2%) strongly disagree, 2 students (8.3%) disagree, 8 students (33.3%) uncertain, 9 students (37.5%) agree and 3 students (12.5%) strongly agree. The calculating students' motivationitem 26 is 67% with the categorized strong.

Table 4.53
Students' motivation item 27

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2	8.3	8.7	8.7
	2	4	8	16.7	17.4	26.1
	3	10	30	41.7	43.5	69.6
	4	7	28	29.2	30.4	100.0
	Total	23	68	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 27, There were 2 student (8.3%) strongly disagree, 4 students (16.7%) disagree, 10 students (41.7%) uncertain, and 7 students (29.2%) agree. The calculating students' motivationitem 27 is 57% with the categorized moderately.

Table 4.54
Students' motivation item 28

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1	4.2	4.3	4.3
	3	5	15	20.8	21.7	26.1
	4	11	44	45.8	47.8	73.9

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
	5	6	30	25.0	26.1	100.0
	Total	23	90	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 28, There were 1 student (4.2%) strongly disagree,5 students (20.8%) uncertain, 11 students (45.8%) agree and 6 students (25.0%) strongly agree. The calculating students' motivationitem 28 is 75% with the categorized strong.

Table 4.55
Students' motivation item 29

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	3	2	6	8.3	8.7	8.7
	4	13	52	54.2	56.5	65.2
	5	8	32	33.3	34.8	100.0
	Total	23	90	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 28, There were 2 students (8.3%) uncertain, 13 students (54.2%) agree and 8 students (33.3%) strongly agree. The calculating students' motivationitem 29 is 75% with the categorized strong.

Table 4.56
Students' motivation item 30

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1	4.2	4.3	4.3
	2	3	6	12.5	13.0	17.4
	3	6	18	25.0	26.1	43.5
	4	11	44	45.8	47.8	91.3

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
	5	2	10	8.3	8.7	100.0
	Total	23	79	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 30, There were 1 student (4.2%) strongly disagree, 3 students (12.5%) disagree, 6 students (25.0%) uncertain, 11 students (45.8%) agree and 2 students (8.3%) strongly agree. The calculating students' motivation item 30 is 75% with the categorized strong.

Table 4.57
Students' motivation item 31

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1	4.2	4.3	4.3
	3	9	27	37.5	39.1	43.5
	4	13	52	54.2	56.5	100.0
	Total	23	80	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 31, There were 1 student (4.2%) strongly disagree, 9 students (37.5%) uncertain, and 13 students (54.2%) agree. The calculating students' motivation item 31 is 67% with the categorized strong.

Table 4.58
Students' motivation item 32

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2	4.2	4.3	4.3
	3	6	18	25.0	26.1	30.4
	4	12	48	50.0	52.2	82.6
	5	4	20	16.7	17.4	100.0
	Total	23	88	95.8	100.0	
Missing	System	1		4.2		

		Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2	4.2	4.3	4.3
	3	6	18	25.0	26.1	30.4
	4	12	48	50.0	52.2	82.6
	5	4	20	16.7	17.4	100.0
	Total	23	88	95.8	100.0	
Missing	System	1		4.2		
Total		24		100.0		

Item 32, There 1 students (4.2%) disagree, 6 students (25.0%) uncertain, 12 students (50.0%) agree and 4 students (16.7%) strongly agree. The calculating students' motivation item 32 is 72% with the categorized strong.

Table 4.59
Final result of analysis Students' motivation

NO.	Intrinsic	No. Item	Percentace	Total item percentace	Interpretation
1.	Preference for challenge	1	58%	58.2 %	Moderately
		2	60%		
		3	55%		
		4	60%		
2.	Curiosity/interest	5	62%	62.2 %	Strong
		6	63%		
		7	57%		
		8	79%		
3.	Independent mastery	9	54%	58 %	Moderately
		10	55%		
		11	62%		
		12	61%		
4.	Independent judgement	13	75%	66 %	Strong
		14	63%		
		15	59%		
5	Internal criteria for success	16	53%	58 %	Moderately
		17	63%		
		18	58%		
				302 %	
				66 %	
				58 %	
				62%	

Based on the table 4.59 Final result of analysis Students' motivation above the total score of instrinsic motivation when the instructor applied drill on students' using aoutdoor learning activities on their motivation 302%. The highest score of instrinsic motivation when the instructor applied drill on students' using outdoor learning activities on their motivation is 66%. The minimum score of instrinsic motivation when the instructor applied drill on students' using outdoor learning activities on their motivation is 58%.

Table 4.60
Final result of analysis Students' motivation

No	Extrinsic	No. Item	Percentace	Total item percentace	Interpre Tation
1	Preference for easy work	19	58%	59%	moderately
		20	56%		
		21	64%		
2	Pleasing a teacher/getting grades	22	50%	59%	Moderately
		23	66%		
		24	60%		
3	Dependence on teacher in figuring out problems	25	61%	64%	Strong
		26	67%		
4	Reliance on teacher's judgment about what to do	27	57%	70%	Strong
		28	75%		
		29	75%		
5	External criteria for success	30	66%	69%	Strong
		31	67%		
		32	73%		
Total score			**1082**	**321%**	
Highest score			**248**	**70%**	
Minimum score			**153**	**59%**	

Based on the table 4.60 Final result of analysis Students' motivation above the total score of extrinsic motivation when the instructor applied drill on students' using outdoor learning activities on their motivation 321%. The highest

score of extrinsic motivation when the instructor applied drill on students' using outdoor learning activities on their motivation is 70%. The minimum score of extrinsic motivation when the instructor applied drill on students' using outdoor learning activities on their motivation is 59%.

The researcher concluded based on the students' motivation on their questionnaire between the instrinsic motivation and extrinsic motivation. The most highest motivation is extrinsic motivation with the point "Reliance on teacher's judgment about what to do" is 70%. It means questionnaire categorizes is Strong (Riduwan, 2004, p.88).

B. **Research Findings**

1. **Testing Normality and Homogeinity**

    a. **Normality Test**

        In this study, researcher used One-Sample Kolmogorov-Smirnov Test to test the normality.

        a) Testing of Normality Writing Ability of Pre- Test Control and Experimental Class

Table 4.61
Testing of Normality One-Sample Kolmogorov-Smirnov Test
One-Sample Kolmogorov-Smirnov Test

		experiment	control
N		26	27
Normal Parameters[a]	Mean	65.46	67.37
	Std. Deviation	10.882	10.146
Most Extreme Differences	Absolute	.159	.133
	Positive	.159	.109
	Negative	-.124	-.133
Kolmogorov-Smirnov Z		.811	.693
Asymp. Sig. (2-tailed)		.526	.722

One-Sample Kolmogorov-Smirnov Test

		experiment	control
N		26	27
Normal Parameters[a]	Mean	65.46	67.37
	Std. Deviation	10.882	10.146
Most Extreme Differences	Absolute	.159	.133
	Positive	.159	.109
	Negative	-.124	-.133
Kolmogorov-Smirnov Z		.811	.693
Asymp. Sig. (2-tailed)		.526	.722
a. Test distribution is Normal.			

Based on the calculation used SPSS program, the asymptotic significance normality of control class is 0.722 and experiment class 0.526. Then the normality both of class is consulted with table of Kolmogorov- Smirnov with the level of significance 5% (α=0.05). Because asymptotic significance of control = 0.722 $\geq \alpha$ = 0.05, and asymptotic significance of experiment = 0.526 $\geq \alpha$= 0.05. It could be concluded that the data is normal distribution.

b) Testing of Normality Writing Ability for Post-test of Control Class and Experimental

Table 4.62
Testing of Normality One-Sample Kolmogorov-Smirnov Test
One-Sample Kolmogorov-Smirnov Test

		Experimental	Control
N		26	27
Normal Parameters[a]	Mean	79.54	74.96
	Std. Deviation	6.748	6.808
Most Extreme Differences	Absolute	.199	.131
	Positive	.132	.092
	Negative	-.199	-.131

Kolmogorov-Smirnov Z		1.015	.680
Asymp. Sig. (2-tailed)		.255	.745
a. Test distribution is Normal.			

Based on the calculation used SPSS program, the asymptotic significance normality of control class is 0.745 and experiment class 0.255. Then the normality both of class is consulted with table of Kolmogorov- Smirnov with the level of significance 5% (α=0.05). Because asymptotic significance of control = 0.745 $\geq \alpha$ = 0.05, and asymptotic significance of experiment = 0.255$\geq \alpha$= 0.05. It could be concluded that the data is normal distribution.

c) Testing of Normality Students Motivation for Experiment group

Table 4.63
Students Motivation for Experimental group

One-Sample Kolmogorov-Smirnov Test

		Experiment
N		23
Normal Parameters[a]	Mean	105.43
	Std. Deviation	14.029
Most Extreme Differences	Absolute	.141
	Positive	.141
	Negative	-.115
Kolmogorov-Smirnov Z		.675
Asymp. Sig. (2-tailed)		.753
a. Test distribution is Normal.		

Based on the calculation used SPSS program, the asymptotic significance normality of experiment class 0.753. Then the normality both of class was consulted with table of Kolmogorov- Smirnov with the level

of significance 5% (α=0.05). Because asymptotic significance of asymptotic significance of experiment = 0.753 ≥ α= 0.05. It could be concluded that the data is normal distribution.

2. **Homogeneity Test**

In this study, researcher used Levene Test Statistic to test the homogeneity of variance.

Table 4.64
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.055	1	51	.815

Based on the calculating used SPPS 16.0 program, the data shows the significance was 0.815. The significant of the levene test statistic is higher than 0.05 (0.815≥ 0.05). It means that the scores were not violated the homogeneity.

3. **Testing Hypothesis**

The researcher used One - Ways Anova to test the hypothesis with significance level α= 0.05. The researcher used manual calculation and SPSS 16.0 Program to test the hypothesis using One - ways Anova. The criteria of H_o is accepted when $F_{value} \leq F_{table}$, and the H_o is refused when $F_{value} \geq F_{table}$. Then the criteria H_a is accepted when $F_{value} \geq F_{table}$, and H_a is refused when $F_{value} \leq F_{table}$. Or The criteria of H_o is accepted when the significant value $\geq$ 0.05, and H_o is refused when the significant value $\leq$ 0.05.

To make sure the manual calculation, SPSS 16.0 statistic program is conducted in this research.

Table. 4.65
One-Way ANOVA manual calculation

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	21399.456	2	10699.728	88.445	.000
Within Groups	8831.280	73	120.976		
Total	30230.737	75			

Based on the SPSS 16.0 statistic program calculation, the result shows that Degree of Freedom Between Groups (DFb)= 2 and Degree of Freedom Within Groups (DFw)= 73 (F_{table}=88.445). Then Fvalue is 88.445. It shows F_{value} is higher than Ftable (88.445≥ 3.15). So, H_o is refused and H_a is accepted. There is significant differences among groups after doing the treatment, with F_{value} = 88.445 and the significant level is lower than alpha (α) (0.000 ≤ 0.05).

Knowing that there is a significant difference among groups after doing the treatment, researcher needed to test the hypotheses. Because ANOVA only to know that there is significant differences among groups, not to know where the differences among groups, to answer the research problems and test the hypotheses, researcher applied Post Hoc Test.

Table 4.66
Post Hoc

Group
Tukey HSD

(I) Subjects	(J) Subjects	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
CG Writing Ability	EG Writing Ability	-14.73932[*]	3.02218	.000	-21.9697	-7.5090
	Writing Motivation	-41.21256[*]	3.12097	.000	-48.6793	-33.7458
EG Writing Ability	CG Writing Ability	14.73932[*]	3.02218	.000	7.5090	21.9697
	Writing Motivation	-26.47324[*]	3.14846	.000	-34.0057	-18.9408
Writing Motivation	CG Writing Ability	41.21256[*]	3.12097	.000	33.7458	48.6793
	EG Writing Ability	26.47324[*]	3.14846	.000	18.9408	34.0057

*. The mean difference is significant at the 0.05 level.

The criteria of Ho is accepted when the significant value is higher than alpha (α) (0.05), and Ho is refused when the significant value is lower than alpha (α) (0.05).

a. First, based on the calculation above used manual calculation and SPSS program of Post Hoc Test, Experiment Group of writing ability shows the significant value (0.00) it is lower than the alpha (0.05). It means that there is significant effect of outdoor learning activity on students writing ability. Thus, H$_a$ that state Using outdoor learning activity gives significant effect for

experimental class in writing descriptive paragraph at eleventh grade students at MTs Darul Amin Palangka Raya was accepted and H_o that state using outdoor learning activity does not have a statistically significant effect of the eight grade students of MTs Darul Amin Palangka Raya is rejected.

b. Second, on the calculation above used manual calculation and SPSS program of Post Hoc Test, Experiment Group of students motivation showed the significant value (0.00) it is lower than the alpha (0.05). It means that there is significant effect of using outdoor learning activities toward learning motivation of the students give significances effect for experiment class in students motivation of the eight grade students of MTs Darul Amin Palangka Raya was accepted and H_0 that state effect of using outdoor learning activities toward learning motivation of the students at the eighth grade of MTs Darul Amin Palangka Raya is rejected.

c. Third, on the calculation above used manual calculation and SPSS program of Post Hoc Test, Experiment Group of significant effect of using outdoor learning activities toward writing ability and learning motivation of students shows the significant value (0.00) it is lower than the alpha (0.05). It meant that there was significant effect of significant effect of using outdoor learning activities toward writing ability and learning motivation of students. Therefore, H_a that state using outdoor learning activities toward writing ability and learning motivation of students at the eight grade of MTs Darul Amin was accepted and H_0 that state using outdoor learning activity does not have a statically significant effect using outdoor learning activities toward

writing ability and learning motivation of students at the eight grade of MTs Darul Amin is rejected.

4. **Interpretation of The F-Ratios**

Based on the result of the research, researcher interpreted that:

a. Teaching using outdoor learning activity was more effective on students' writing ability than teaching writing without giving the outdoor learning activity. It is shows that the result showed significant value is lower than alpha (0.00 lower $\leq$ 0.05).

b. Teaching using outdoor learning activity is more effective on students motivation than teaching writing without giving outdoor learning activity. It is shows that the result shows significant value is lower than alpha (0.00 lower $\leq$ 0.05).

c. Teaching using outdoor learning activity is more effective on writing abiity and students motivation than teaching writing without giving outdoor learning activity. It is shows that the result shows significant value is lower than alpha (0.00 lower $\leq$ 0.05).

C. **Discussion**

To know whether the teaching learning using outdoor activity could improved students' writing descriptive or not, the reseacher conducted pre test and post-test. The writer compare the result of the pre- test and post-test.

Outdoor learning activities media is effective in terms of improving the students" English writing achievement. It can be seen from the

improvement of the students" average in the post-test, from the mean. There was some several reasons of using outdoor learning actiities media gives effect on students" writing ability in writing describtive paragraph and the significant contribution of the research are Content and Vocebulary.

Although the experimental research shows asuccessful result, there were some weaknesses found in this research. In accordance with the students" writing in the first and second meetings, some students were still carelessin using verbs in the past form. They often wrote some verbs in the present form. As it is a descriptive writing instruction, they should have written the verbs in the past form. Some students often also did not have any idea to differentiate between a verb and an adjective.

The writer concluded based on the students' motvation on their questionnaire between the instrinsic motivation and extrinsic motivation. The most highest motivation is extrinsic motivation with the point "Reliance on teacher's judgment about what to do" is 70%. It means questionnaire categorizes is Strong.

Apart from the weaknesses, the writer result proved that using outdoor learning activity is appropriate for teaching descriptive writing and the analysis shows that there is an effect of using outdoor learning activities toward learning motivation of the students at the eighth grade of MTs Darul Amin Palangka Raya.

CHAPTER V
CONCLUSION AND SUGGESTION

In this study, the researcher described research finding that analysis used one-way ANOVA to know the significant different among groups. Then to answer the research problems, researcher conducted Post Hoc Test. Based on the researcher finding, researcher would be concluded Ha or Ho which would be accepted used in conducting the research. It is purposed to answer the problem of the study.

A. Conclusion

The result of analysis shows that there is significant effect of using Outdoor Learning Activities On Writing Ability And Motivation At Mts Darul Amin Palangka Raya. The students who taught using outdoor learning activities on got higher score in pre test and post-test with mean (65) in writing test and (80) in writing ability, than those students were taught without outdoor learning activities with mean (67) in writing test and (75) in writing ability. Moreover, after the data calculated using ANOVA with 5% level of significant, It is found that the F observed was higher than F table with α =0.05.

The first result based on the data analysis, it is shown that teaching using Outdoor Learning Activities was more effective on students' writing ability than teaching writing without giving the Outdoor Learning Activities. It is shown that the result shows significant value is lower than alpha (0.00 lower ≤ 0.05). Thus, Ha that stating using Outdoor Learning

Activities gives significant effect on students writing ability ability of the students MTs Darul Amin Palangka Raya was accepted and Ho that stating using Outdoor Learning Activities did not give significant effect on students writing ability the students of MTs Darul Amin Palangka Raya was rejected.

Second, result of testing hypothesis shows that experiment Group of students motivation shows the significant value (0.00) is lower than the alpha (0.05). It means that there is significant effect of using outdoor learning activities on students motivation. Therefore, Ha that state using outdoor learning activities give significances effect for experiment class in students motivation of the students MTs Darul Amin Palangka Raya is accepted and Ho that state using outdoor learning activities does not have a statically significant effect on students motivation of MTs Darul Amin Palangka Raya was rejected.

Third calculation, on the calculation above used manual calculation and SPSS program of Post Hoc Test, Experiment Group of writing ability and motivation shows the significant value (0.00) is lower than the alpha (0.05). It means that there is significant effect of outdoor learning activities on students writing ability and students motivation. Therefore, Ha that state using outdoor learning activities give significances effect for experiment class in writing ability of the students of MTs Darul Amin Palangka Raya was accepted and H0 that state using outdoor learning

activities does not have a statically significant effect on students motivation of the students MTs Darul Amin Palangka Raya was rejected.

This finding indicates that the alternative hypothesis is accepted. On contrary, the null hypothesis is rejected.

B. Suggestion

Based on the conclusion, the writer would like to propose some suggestions for the students, teachers and the writer as follow for the students; The students should practice more how to write accurately. If the teacher gives media using outdoor learning activities, the students should remember what they will do before writing to gain idea.

Also for the Institution this study to measure the quality of education, explore the stenght and weakness of the school and plan better teaching program. Then, for the future writer this study investigated is there any significance different between pre-test and post-test of teaching English using outdoor learning activities on grade MTs Darul Amin Palangka Raya. It was quantitative study with quasi experimental design. This study was focused on the eight grade students MTs Darul Amin Palangka Raya. It is possible for other writer to conduct the outdoor learning activities.

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